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GUIDANCE IN CAPE COD SECONDARY SCHOOLS

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(B.B.A., Boston University, 1929)

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GUIDANCE IN CAPE COD SECONDARY SCHOOLS

OUTLINE OF CONTENTS

	Page
I. Outline of Thesis	1
II. Introduction	7
III. Survey of Literature	12
CHAPTER ONE	
IV. The Population Of Cape Cod	14
A. Early Provincial Census	15
B. Color, Race, Nativity and Sex	16
C. School Attendance	18
D. Illiteracy	19
E. Population Of Towns	21
F. Maximum And Minimum Population	22
CHAPTER TWO	
V. The Industries Of Barnstable County	23
A. Summer Tourist And Resident Trade	24
1. Hotels	25
B. Agriculture	29
1. Cranberries	29
2. Strawberries	30
3. Asparagus And Other Products	30
4. Poultry And Cattle	30
5. Statistics	31
C. Fishing Industry	33
D. Manufacturing	37
1. Statistics	38

OUTLINE OF CONTENTS

Page	
1	I. Outline of Thesis
7	II. Introduction
12	III. Survey of Literature

CHAPTER ONE

14	IV. The Population Of Cape Cod
15	A. Early Provincial Census
16	B. Color, Race, Nativity, and Sex
18	C. School Attendance
19	D. Illiteracy
21	E. Religion
22	F. Maximum And Minimum Population

CHAPTER TWO

23	V. The Industries Of Barnstable County
24	A. Summer Tourist And Resident Trade
25	1. Hotels
27	B. Agriculture
28	1. Characteristics

2. Strawberries

3. Asparagus And Other Products

4. Poultry And Cattle

5. Statistics

6. Fishing Industry

7. Manufacturing

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CHAPTER THREE

VI. The Minimum Essentials Of An Adequate Guidance Program For Cape Cod Schools	40
A. Program For Secondary Schools	40
B. Organization Of Program Of Guidance	51
C. Special Program For Rural Schools	51
D. Objectives Of Guidance On The Cape	53
E. Criteria To Be Considered When Surveying Cape Schools	53

CHAPTER FOUR

VII. Guidance In Group A Cape Cod Schools	56
A. Division Of Towns	56
1. Group A.	56
2. Group B.	56
3. Group C.	56
B. General Observations Concerning All Cape Schools	57
C. Guidance In Sandwich	58
1. Educational	60
D. Guidance In Orleans	61
1. Educational Trends	61
2. Extra-curricula Activities	62
3. Vocational Guidance	63
4. Educational Guidance	63
E. Guidance In Chatham	64
1. Home Economics And Domestic Science	65
2. Shop Work	65

CHAPTER THREE

- VI. The Minimum Essentials Of An Adequate Guidance Program For Cape Cod Schools
- A. Program For Secondary Schools
- B. Organization Of Program Of Guidance
- C. Special Program For Rural Schools
- D. Objectives Of Guidance On The Cape
- E. Criteria To Be Considered When Surveying Cape Schools

CHAPTER FOUR

- VII. Guidance In Group A Cape Cod Schools
- A. Division Of Towns
 - 1. Group A.
 - 2. Group B.
 - 3. Group C.
- B. General Observations Concerning All Cape Schools
- C. Guidance In Sandwich
 - 1. Educational
 - 2. Guidance In Orleans
 - 3. Educational Trends
 - 4. Extra-curricular Activities
 - 5. Vocational Guidance
 - 6. Educational Guidance
 - 7. Guidance In Oyster
 - 8. Home Economics And Domestic Science
 - 9. Shop Work

3. Commercial Department	65
4. Vocational Guidance	66
5. Educational Guidance	66
F. Wellfleet Secondary Schools	67
1. Vocational Studies	68
2. Organization	69
3. Vocations And Guidance	69
4. Educational Guidance	69
G. Provincetown Secondary Schools	70
1. Organization	70
2. Vocational Courses	71
3. Occupations And Guidance	71
4. Educational Guidance	72

CHAPTER FIVE

VIII. Guidance In Group B Schools	73
A. Towns Included In Group B	73
B. Brewster Secondary Schools	73
1. Organization	74
2. Educational Rating	74
3. Courses Of Study	75
4. Vocations And Guidance	75
5. Vocational Guidance In Economic Geography Course	76
6. Educational Guidance	77

65	3. Commercial Department
66	4. Vocational Guidance
68	5. Educational Guidance
67	7. Welfare of Secondary Schools
68	1. Vocational Studies
69	2. Organization
69	3. Vocations and Guidance
69	4. Educational Guidance
70	8. Provision for Secondary Schools
70	1. Organization
71	2. Vocational Courses
71	3. Occupations and Guidance
72	4. Educational Guidance
	CHAPTER FIVE
72	VIII. Guidance in Group B Schools
73	1. Towns Included in Group B
73	2. Greater Secondary Schools
74	1. Organization
74	2. Educational Policy
75	3. Courses of Study
75	4. Vocations and Guidance
75	5. Vocational Guidance in Economics
	Geography Courses
77	6. Educational Guidance

C. Yarmouth Secondary School System	77
1. Personnel And Guidance Interest	78
2. Practical Education	78
3. Vocations And Guidance	79
4. Educational Guidance	80
D. Harwich School System	81
1. Curricula Offerings	81
2. Occupations And Guidance	82
3. Vocations Course At Harwich	83
4. Educational Guidance	83
E. Town Of Bourne School System	84
1. School Curriculum	84
2. Occupations And Guidance	85
3. The Vocational Guidance Course	86
4. Civic And Character Guidance	86
5. Educational Guidance	87

CHAPTER SIX

IX. Guidance In Group C Towns	88
A. Falmouth School Organization	88
1. Physical Equipment	89
2. Curricula Offerings	89
3. Occupations	89
4. Vocational Guidance In Various Studies	90
5. Vocational Guidance Courses	91
6. Civic And Character Guidance	93
7. The Seventh Grade Business Fundamentals Course	93

77	C. Yearbook Secondary School System
78	1. Personnel and Guidance Interest
79	2. Practical Education
79	3. Vocations and Guidance
80	4. Vocational Guidance
81	D. Harvard School System
81	1. Curriculum Offerings
82	2. Occupations and Guidance
83	3. Vocations Courses at Harvard
83	4. Vocational Guidance
84	E. Town Of Boston School System
84	1. School Curriculum
85	2. Occupations and Guidance
85	3. The Vocational Guidance Course
86	4. Civic and Character Guidance
87	5. Vocational Guidance
	CHAPTER SIX
88	IX. Guidance in Group C Towns
89	A. Belmont School System
89	1. Physical Equipment
89	2. Curriculum Offerings
89	3. Occupations
90	4. Vocational Guidance in Various Studies
91	5. Vocational Guidance Courses
92	6. Civic and Character Guidance
93	7. The Seventh Grade Business Fundamentals
	Course

8. Educational Guidance	94
9. Falmouth Guidance Record	95
10. Guidance For Seniors	96
B. Barnstable School System	97
1. Curricula Offerings	98
2. Occupations Of People	98
3. Vocational Courses	99
4. Practical Arts For Boys	100
5. Commercial Department	102
6. Vocational Guidance Course	102
7. Educational Guidance	102

CHAPTER SEVEN

X. Conclusions And Recommendations	104
A. Curricula Offerings	104
1. Foreign Language	104
2. English	104
3. Mathematics	105
4. Natural Science Courses	105
5. Social Studies	105
6. Commercial Work	105
7. Practical Arts	105
8. Home Economics And Agriculture	105
B. Educational Guidance	106
C. Vocational Guidance	106
D. Character Guidance	106
E. Civic Guidance	106
F. Recommended Program Of Study	106

94	8. Vocational Guidance
95	9. Guidance Guidance Record
96	10. Guidance for Guidance
97	11. Guidance School System
98	12. Guidance Office
99	13. Occupations of People
100	14. Vocational Guidance
101	15. Practical Arts for Boys
102	16. Commercial Education
103	17. Vocational Guidance Course
104	18. Vocational Guidance
	CAREER CHART
105	19. Guidance and Recommendations
106	20. Guidance Office
107	21. Foreign Language
108	22. English
109	23. Mathematics
110	24. Natural Science Course
111	25. Social Studies
112	26. Commercial Work
113	27. Practical Arts
114	28. Home Economics and Agriculture
115	29. Vocational Guidance
116	30. Vocational Guidance
117	31. Character Guidance
118	32. Civic Guidance
119	33. Recommended Program of Study

G. Specific Recommendations	108
1. Town Of Sandwich	108
H. Specific Recommendations	109
1. Town Of Orleans	109
I. Specific Recommendations	109
1. Town Of Chatham	109
a. More Guidance Needed	109
J. Specific Recommendations	110
1. Town Of Wellfleet	110
K. Specific Recommendations	111
1. Provincetown	111
L. Specific Recommendations	112
1. Town Of Brewster	112
a. Civics And Character Guidance	112
b. Educational Guidance	112
M. Specific Recommendations	112
1. Town Of Yarmouth	112
N. Specific Recommendations	113
1. Town Of Harwich	113
O. Specific Recommendations	113
1. Town Of Bourne	113
P. Specific Recommendations	114
1. Town Of Falmouth	114
Q. Specific Recommendations	114
1. Town Of Barnstable	114
R. Note From Author	120
XI. Bibliography	121

108	G. Specific Recommendations
108	I. Town Of Sandwich
109	H. Specific Recommendations
109	I. Town Of Orleans
109	I. Specific Recommendations
109	I. Town Of Chatham
109	A. More Guidance Needed
110	I. Specific Recommendations
110	I. Town Of Wellfleet
111	K. Specific Recommendations
111	I. Provincetown
112	L. Specific Recommendations
112	I. Town Of Brewster
112	A. Civics And Character Guidance
112	B. Educational Guidance
112	M. Specific Recommendations
112	I. Town Of Yarmouth
112	N. Specific Recommendations
112	I. Town Of Harwich
112	O. Specific Recommendations
112	I. Town Of Bourne
112	P. Specific Recommendations
112	I. Town Of Barnstable
112	Q. Specific Recommendations
112	I. Town Of Barnstable
120	R. Note From Author
121	XI. Bibliography

INTRODUCTION

This report is the result of a survey of Cape Cod Junior and Senior High Schools to ascertain the nature and extent of Educational and Vocational guidance, and to determine guidance needs in those schools.

The term "Cape Cod" includes that portion of land located in South-eastern Massachusetts which lies south of the Cape Cod Canal and is known as Barnstable County.

Cape Cod includes approximately twenty-five towns, but there are high schools in only eleven towns as follows: Bourne, Sandwich, Brewster, Provincetown, Wellfleet, Orleans, Chatham, Harwich, Yarmouth, Barnstable, and Falmouth. Most of these are consolidated high schools including pupils from several towns.

The necessity of adequate educational and vocational guidance in the public schools is now quite universally admitted. The following quotation will indicate just what adequate guidance includes.

"One of the major purposes of the Junior and Senior High Schools is to provide effective means for the educational and vocational guidance of youth. The program of studies which has been

INTRODUCTION

This report is the result of a survey of
the fish and wildlife resources of
the State of Michigan, the nature and extent of
the fish and wildlife resources, and the
present status of these resources.
The term "fish and wildlife" is used in this report to
include all fish and wildlife resources which
are found in the State of Michigan and its waters.
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include all fish and wildlife resources which
are found in the State of Michigan and its waters.

The purpose of this report is to provide a
general overview of the fish and wildlife
resources of the State of Michigan, and to
provide a basis for the development of a
comprehensive fish and wildlife management
plan. The report is divided into two main
parts. The first part is a general
overview of the fish and wildlife resources
of the State of Michigan, and the second
part is a detailed description of the
fish and wildlife resources of the State of
Michigan.

The first part of the report is a general
overview of the fish and wildlife resources
of the State of Michigan. It describes the
distribution and abundance of the fish and
wildlife resources of the State of Michigan,
and it discusses the factors which influence
the distribution and abundance of the fish
and wildlife resources of the State of
Michigan.

The second part of the report is a detailed
description of the fish and wildlife
resources of the State of Michigan. It
describes the distribution and abundance of
the fish and wildlife resources of the State
of Michigan, and it discusses the factors
which influence the distribution and abundance
of the fish and wildlife resources of the
State of Michigan.

suggested for the junior period of the reorganized secondary school offers opportunity for pupils to see what is ahead in the senior period. The courses in English, social studies, general mathematics, general science, and introductory foreign language give pupils a preview of academic study. Try-out courses in practical arts allow pupils to discover abilities and interests in the fields of mechanical trades, agriculture, and home economics. The course in general business training gives the pupil some knowledge of the content of later commercial studies. All these courses have value for guidance purposes in that they give the pupil information on the basis of which he can make more intelligent educational and vocational choices. In addition, the study of occupations gives him some insight into the nature of various types of occupations and the preparation required for participation in these activities.

"It is not enough, however, to furnish occupational try-outs (or their scholastic equivalents) and a knowledge of the occupations themselves. The individual pupil needs wise counsel that is based upon an understanding of his capacities and

interests. Each home-room teacher should be made to feel his responsibility for guiding the individuals in his room. To this end, the teacher must have for each pupil psychological data, school accomplishment data, and such additional information as will enable him to study the individuals in his home-room. Pupils should select their studies in consultation with their home-room teachers. In this way, ill-considered choices of studies may be avoided and the number of misfits reduced to a minimum. The program of studies must be flexible enough so that pupils who complete the ninth grade may elect any curriculum in the senior high school."*

In order to understand the special problems which the Cape Cod schools encounter, and just what the guidance work will include and be expected to accomplish, it is necessary to have as a background a knowledge of the population and the industries or occupations on Cape Cod.

The large Portugese and mixed Indian population create a major problem for the schools

*Harvard Graduate School of Education "Education In Twelve Cape Towns" A study for the Cape Cod Chamber of Commerce Cambridge 1926 Pages 86-87

to cope with, because the children of these people usually come from non-English speaking homes, are often retarded children, and usually leave school as soon as the law permits.

There is also an attendance problem because many of the Cape children are kept out of school during special seasons of the year for planting and harvesting, especially in the fall for the harvesting of the cranberry crop.

The more important industries or occupations on the Cape are as follows: Summer Tourists and Summer Resident Trade, Cranberries, Strawberries, Fisheries, Asparagus, Poultry, Boat Building, and Dairying. There are no manufacturing industries since the closing of the Keith Car Works on Cape Cod Canal, except boat building by the Crosby Boat Building Corporation. One duck farm located at Marstons Mills, the Cape Cod Canal, Coast Guard Stations, 732 miles of mosquito control project, town offices, and similar lines of occupation are available for a few of the Cape Cod residents.

The historical method, the personal interview method and the personal investigation method of collecting data were used to obtain the informa-

to the fact that, because of the nature of these people
usually, when they are working, they are
often without children, and usually leave school
as soon as the law permits.

There is also an abundance of other diseases
many of the cases of which are kept out of school
during several seasons of the year for planting
and harvesting, especially in the fall for the
harvesting of the strawberry crop.

The more important industries in connection

on the Cape are as follows: Sugar, Tobacco,
and General Merchant Trade, Graveling, Lumber-
ing, Fishing, Agriculture, Pottery, Boat Building,
Ice, and Lumbering. There are no manufacturing
industries except the oil refining and the paper and
ice plants. The oil refining is done by the
company local oilfield corporation. The paper plant
located at Ketchikan Mills, the paper God Canal,
General United States, V&S Mill of Washington con-
trol product, from oilseed, and similar lines of
occupation are available for a few of the Cape
God residents.

The historical method, the personal interview
method and the personal investigation method of
collecting data were used to obtain the follow-

tion for this report.

For a general statement, the following were found to be most useful.

1. Kays & Slaughter, "Education in Kentucky," Kentucky State Board of Education, 1933.
2. Herring, "Early History of Kentucky," Kentucky State Board of Education, 1933.
3. Herring, "Early History of Kentucky," Kentucky State Board of Education, 1933.

4. The National Distance Education

The above three books deal with rural schools in general, and are of interest to the rural schools of this State.

The National Distance Education Association, which has been in existence since 1917, has been very active in promoting distance education in this country. It has held many conferences and has published many books and pamphlets on this subject.

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Side for this report.

A SURVEY OF THE LITERATURE BEARING ON THIS PROBLEM

There is a considerable amount of literature concerned with the various phases of guidance, but there is very little dealing with guidance in Cape Cod schools.

For a general background, the following were found to be most useful.

1. Koos & Kefauver, "Guidance In Secondary Schools." The MacMillan Company New York 1932.
2. Ferriss, Emery Nelson, "Guiding Rural Boys And Girls." McGraw-Hill Inc., New York 1930
3. Ferriss, Emery Nelson, "Secondary Education In Country And Village." D. Appleton & Co., New York 1927
4. The Vocational Guidance Magazine

The three above books deal with rural schools in general, and set up criteria by which rural schools may be judged.

The Vocational Guidance Magazine has many articles dealing with guidance in small school systems, which give the reader an idea of what is actually being done in rural districts, and what would be done if ideal conditions were possible.

All the literature dealing specifically with guidance in Cape Cod schools may be found in the study made by the Harvard Graduate School of Education for the Cape Cod Chamber of Commerce

A SURVEY OF THE LITERATURE CONCERNING THE SCHOOLS OF THE
There is a considerable amount of literature
concerned with the various phases of education, but
there is very little dealing with education in
Cape Cod schools.

For a general background, the following were
found to be most useful.

1. Knox & Kelsey, "Education in Secondary
Schools" The Macmillan Company New York 1922.
2. Feltner, Henry Nelson "Guiding Rural Boys
and Girls" Macmillan Co. New York 1921
3. Feltner, Henry Nelson "Secondary Education
in Country and Village" D. Appleton & Co.
New York 1921

4. The Vocational Guidance Magazine
The three above books deal with rural schools
in general, and are so written by which rural
schools may be judged.

The Vocational Guidance Magazine has many
articles dealing with education in rural schools
systems, which give the reader an idea of what is
actually being done in rural districts, and what
would be done if ideal conditions were possible.
All the literature dealing specifically with
education in Cape Cod schools may be found in the
study made by the Harvard Graduate School of
Education for the Cape Cod Chamber of Commerce

entitled "Education In Twelve Cape Towns", and in the annual town reports of the various towns which in some instances have direct or indirect references to guidance work being done in the schools.

The Harvard report is the best single reference having about five pages devoted to guidance in the Cape secondary schools, but even this report is too old to be of real importance as it was made in 1925.

1945	Pop.	15,127		1975	P.S. 23,774	-1,233
1976	"	16,548	-10,417	1976	24,007, 232	- 230
1977	P.S.	17,354	-11,408	1977	24,321, 277	- 247
1978	"	18,922	-13,030	1978	24,624, 242	-2,402
1979	"	19,611	-13,818	1979	24,922, 178	- 672
1980	"	20,075	-14,518	1980	25,227, 184	-1,510
1981	"	20,673	-15,435	1981	25,531, 246	- 172
1982	"	21,140	-16,334	1982	25,836, 231	- 242
1983	"	21,574	-17,218	1983	26,142, 242	- 722
1984	State	22,437	- 166	1984	26,448, 218	-1,277
1985	P.S.	22,771	- 244	1985	26,754, 070	-2,140
1986	State	23,077	-1,280	1986	27,060, 872	-1,872

U.S. - Federal Census Bureau
 Prov. - Provincial Census
 S.A. - South African Census
 * - 1975 Census

collected specimens in the "Bogus" series, and in
the annual case reports of the various groups
which in some instances have been on individual
specimens of the same series and being done in the
absence of the collector.
The present report is not a final one, but
it is hoped that it will be of some service to
the collector in the future, and that it will
also be of some service to the collector in the
future as it is now in 1925.

CHAPTER ONE

THE POPULATION OF CAPE COD

The following table shows the population of Barnstable County as of each official census from 1765 to 1930.

TABLE I.

POPULATION OF CAPE COD: CENSUS YEARS, 1765-1930.

Years & Census		Popula- tion	Increase + or decrease - as compared with previous census	Years & Census		Popula- tion	Increase + or decrease - as compared with previous census
1765	Prov.	12,127	-	1870	U.S.	32,774	-1,836
1776	"	15,546	+3,419	1875	State	32,144	- 630
1790	U.S.	17,354	+1,808	1880	U.S.	31,897	- 247
1800	"	19,293	+1,939	1885	Sta.	29,845	-2,052
1810	"	22,211	+2,918	1890	U.S.	29,172	- 673
1820	"	24,026	+1,815	1895	Sta.	27,654	-1,518
1830	"	28,514	+4,488	1900	U.S.	27,826	+ 172
1840	"	32,548	+4,034	1905	Sta.	26,831	- 995
1850	"	35,276	+2,728	1910	U.S.	27,542	+ 711
1855	State	35,442	+ 166	1915	Sta.	28,818	+1,276
1860	U.S.	35,990	+ 548	1920	U.S.	26,670	-2,148
1865	State	34,610	-1,380	1930	"	31,569*	+4,899*

U.S.-----United States Census

Prov.-----Provincial Census

Sta. or State-----State Census

*Rand-McNally Atlas Page 221 62ND. Edition 1931

THE POPULATION OF CANADA

The following table shows the population of
 the Dominion of Canada as of each official census from
 1851 to 1951.

TABLE I.

POPULATION OF CANADA: CENSUS YEARS, 1851-1951.

Year & Census	Total Population	Increase - or Decrease - or Comparison with Previous Census	Year & Census	Total Population	Year & Census
1851 Prov.	12,127	-	1870 U.S.	22,927,774	-1,424
1870 "	18,845	+6,718	1890 U.S.	22,927,774	-
1890 U.S.	17,384	-1,461	1900 U.S.	22,927,774	-
1900 "	17,403	+199	1910 U.S.	22,927,774	-
1910 "	22,811	+5,408	1920 U.S.	22,927,774	-
1920 "	24,016	+1,205	1930 U.S.	22,927,774	-
1930 "	28,814	+4,798	1940 U.S.	22,927,774	-
1940 "	32,548	+3,734	1950 U.S.	22,927,774	-
1950 "	38,779	+6,231	1960 U.S.	22,927,774	-
1960 State	28,448	-1,331	1970 U.S.	22,927,774	-
1970 U.S.	28,901	+453	1980 U.S.	22,927,774	-
1980 State	24,270	-4,631	1990 "	22,927,774	-

U.S. - United States Census
 Prov. - Provincial Census
 Stat. or State - State Census
 * - Not available for 1951

EARLY PROVINCIAL CENSUS

As Table I indicates, the first record of the population of Barnstable County was a provincial census taken in 1765 which showed a population of 12,127. Eleven years later, 1776, a second provincial census was taken which showed an increase in population of 3,419.

Beginning with 1790 the federal government has taken a census every ten years. These figures show that the population of Cape Cod increased steadily until 1860 when the maximum (35,990) was reached. From 1860 to 1895 the population decreased until only 27,654 persons were living on the Cape. The 1900 census showed slight gain to 27,826, but the 1905 state census showed that the population had decreased to 26,831. The 1910 United States Census and the 1915 state census showed slight increases, but the 1920 United States Census showed a decrease to 26,670 which is the lowest figure since 1820. The 1930 Census showed an increase of 4,899 over the 1920 census.

To assume that the Cape made no progress prior to the 1930 census because there had been no increase in population would be a fallacy. Nearly every census has been, (January 1 for most, April 1 for some),

TABLE I

As Table I indicates, the first census of the population of North Carolina was a decennial census taken in 1790 which showed a population of 350,000. Eleven years later, in 1801, a second decennial census was taken which showed an increase in population of 2,000.

Continued until 1890 the federal government has taken a census every 10 years. From 1890 to 1920 the population of Georgia had increased steadily until 1920 when the census (2,000,000) was reached. With 1930 as 1920 the population increased only 25,000 persons and this in the case. The 1940 census showed a slight gain in 1940, but the 1950 state census showed that the population had decreased to 20,000. The 1960 United States Census and the 1970 census showed slight increases, but the 1980 United States Census showed a decrease to 20,000 which is the lowest figure since 1930. The 1990 Census showed an increase of 4,000 over the 1980 census.

To ensure that the data was as complete as possible the 1990 census bureau also had no intention in cooperation with a federal. Nearly every census has been, January 1 for each, April 1 for each.

taken in the winter when many of the people are away working in the textile mills in such cities as Fall River and New Bedford. Furthermore, the summer-time population of Cape Cod is several times as great as the winter population because of the many thousands who flock there as summer residents.

COLOR, RACE, NATIVITY, AND SEX.

During the past twenty years the composition of the permanent population has not shown any marked change. Using the total population as a base, there has been an increase in the proportion of native whites from 82% to 82.7%, a decrease in the proportion of foreign-born whites from 13.7% to 13.6%, a decrease in Negroes from 3.3% to 2.8%, and a decrease in Indians from 1% to .9%. Reference to the table on the following page will clearly indicate these facts. In all classes there was a decrease for the period from 1910 to 1920, except for native whites of foreign parentage, and native whites of mixed parentage. The increase in these two classes was relatively small and unimportant.

taken in the winter when many of the people are
away working in the fields and in such places
as Fall River and New Bedford. Furthermore,
the summer-time population of New Bedford is greater
than at other times of the year, and the
of the city throughout the year is as summer
residents.

COLOR, RACE, NATIVITY, AND AGE.

During the past twenty years the composition
of the permanent population has not been very
markedly changed. Under the total population as a
whole, there has been an increase in the proportion
of native whites from 88.7% to 89.7%, a decrease in
the proportion of foreign-born whites from 11.3%
to 11.0%, a decrease in negroes from 1.4% to
1.3%, and a decrease in Indians from 1.2% to
1.1%. Reference to the table on the following page
will clearly indicate these facts. In all
classes there has been a decrease for the period
from 1910 to 1920, except for native whites of
foreign parentage, and native whites of mixed
parentage. The increase in these two classes
was relatively small and unimportant.

TABLE 2. POPULATION 1920 & 1910 BY COLOR OR RACE, NATIVITY, AND SEX. *

Classification	1920	1910	Per Cent Increase + or De- crease - during the decade.
Total Population	26,670	27,542	-3.2
Males	13,118	13,564	-3.3
Females	13,552	13,978	-3.0
White	25,701	26,367	-2.5
Males	12,596	12,915	-2.5
Females	13,105	13,452	-2.6
Native White	22,061	22,598	-2.4
Native Parentage	16,122	17,693	-8.9
Foreign Parentage	3,761	2,973	+26.5
Mixed Parentage	2,178	1,932	+12.7
Foreign-born white	3,640	3,769	-3.4
Negro	740	897	-17.5
Males	411	507	-18.9
Females	329	390	-15.6
Indian, Chinese, Japanese, and all others	229	278	-17.6

* From figures supplied by the Cape Cod Chamber of Commerce.

TABLE 2. POPULATION 1950 & 1955 BY COLOR OF
HAIR, EYES, AND SKIN

Color of hair, eyes, and skin	1950	1955	Per cent increase or decrease
Total population	22,870	24,242	-5.2
White	12,118	12,544	-3.5
Black	12,522	12,978	-3.6
White	22,701	22,327	-1.6
Black	12,284	11,912	-3.0
Black	12,102	12,422	-2.6
White-Black	22,601	22,222	-1.7
Native population	12,112	12,522	-3.3
Foreign population	2,761	2,972	-8.8
Mixed population	2,172	1,922	-12.7
Foreign-born white	2,042	2,722	-2.4
Black	742	822	-10.2
White	412	502	-18.9
Black	222	222	-12.2
Indian, Chinese, Japanese, and all others	222	272	-14.2

These figures supplied by the Census Bureau.

TABLE #3 SCHOOL ATTENDANCE--Barnstable County
1920-1910*

Census years and age groups	Total # in group	No. in School	Percent in School
1920			
Under 7 years	3,223	----	-----
7-13 years inclusive	3,341	3,182	95.2
14 and 15 years	851	712	83.7
16 and 17 years	773	414	53.6
18-20 years inclusive	1,053	247	23.5
1910			
6-9 years inclusive	1,797	1,614	89.8
10-14 years inclusive	2,236	2,127	95.1
15-17 years inclusive	1,270	739	58.2

* Figures supplied by Cape Cod Chamber of Commerce

The above table shows the actual number of pupils in attendance, and also the percent of children in attendance in 1920 and 1910. The figures for 1930 are not available. The above data are not easily comparable because of the different age groupings for 1920 and 1910, yet there are certain interesting things to note. The table shows that a very high percent of children of school age are attending school. For

example, 95.2 percent of the total number of children in the age group 7 to 13 years, inclusive, were attending school in 1920, while 92.7 percent of the total number in the age group 6 to 14 years, inclusive, were attending school in 1910.

TABLE 4 ILLITERACY--BARNSTABLE COUNTY 1920 & 1910 *

Classification	1920			1910		
	Total No.	No. Illiterate	% Ill.	Total No.	No. Ill.	% Ill.
Total,						
Ten years & up	22013	1,008	4.6	22836	1104	4.8
Native White	17740	79	.4	18318	129	.7
Foreign White	3571	788	22.1	3650	789	21.6
Negro	526	140	26.6	662	185	27.9
All others	176	-----	.6	206	-----	.5
Males 21 years and over	8,433	513	6.1	8,863	506	5.7
Native White	6,550	32	.5	6,743	50	.7
Foreign White	1,577	405	25.7	1,760	373	21.2
Negro	239	75	31.4	27276	83	30.1
All Others	67	-----	1.5	84	--	---
Females 21 years and over	8,996	461	5.1	-1	-1	-1
Native White	7,014	28	.4	-1	-1	-1
Foreign White	1,757	369	21.0	-1	-1	-1
Negro	167	64	38.3	-1	-1	-1
All Others	58	--	---	-1	-1	-1

* From figures supplied by Cape Cod Chamber of Commerce.

ILLITERACY--BARNSTABLE COUNTY

Table four on the previous page will help to indicate not only what the Cape Cod schools have accomplished or have failed to accomplish, but also the problem which faces them in dealing with children from illiterate homes, and in overcoming all illiteracy. It will be noted that while there are more females than males, the percent of illiteracy was greater among the males in 1920. Also, the percent of illiteracy for native whites is not more than one-half of one percent, while the percent of illiteracy for foreign-born whites is 22.1 percent.

DECREASE IN ILLITERACY 1910-1920

In the period from 1910-1920 there was a decrease in illiteracy in the native white population, in the total population, and in the Negro population. On the other hand, there was a slight increase in illiteracy in the foreign-born white population, and in the "All Other" classification which includes Indian, Japanese, and Chinese peoples. Most of the foreign-born whites are Portuguese, while most of those included in the all other classification are Indians.

INDIAN--SOUTH AFRICAN

Table 1 on the previous page will help to indicate not only that the Cape and Natal have accomplished or have failed to accomplish, but also the progress which these in dealing with certain of the Indian's needs, and in over-coming all difficulties. It will be noted that while there are some families who have, the great majority of Indians are still in the same position. Also, the percent of Indians for native whites is not more than one-half of one percent, while the percent of Indians for foreign-born whites is 2.1 percent.

INDIAN IN SOUTH AFRICA 1911-1920

In the period from 1910-1920 there was a decrease in Indians in the native white population, in the total population, and in the foreign-born population. On the other hand, there was a slight increase in Indians in the foreign-born white population, and in the "All South" classification which includes Indian, Japanese, and Chinese peoples. Most of the foreign-born whites are Portuguese, while most of those included in the all other classification are Indians.

TABLE 5 POPULATION OF TOWNS OF BARNSTABLE COUNTY
AT EACH CENSUS SINCE 1890 *

County & towns	1930	1920	1910	1900	1890
Barnstable County	31,569	26670	27542	27826	29172
Barnstable		4836	4676	4364	4023
Bourne		2530	2474	1657	1442
Brewster		688	631	829	1003
Chatham		1737	1564	1749	1954
Dennis		1536	1919	2333	2899
Eastham		430	518	502	602
Falmouth		3500	3144	3500	2567
Harwich		1846	2115	2334	2734
Mashpee		242	270	303	298
Orleans		1012	1077	1123	1219
Provincetown		4246	4369	4247	4642
Sandwich		1458	1688	1448	1819
Truro		554	655	767	919
Wellfleet		826	1022	988	1291
Yarmouth		1229	1420	1682	1760

*Figures supplied by Cape Cod Chamber of Commerce

Table five shows the population for the county and for each town as of the Census of 1890, 1900, 1910, 1920, and the County Census for 1930. In general, there has been a decrease from 1890 to 1920 both in the population of the County as a whole, and in the population of the individual towns, but with an increase for the period from 1920 to 1930. This last decade spurt has been largely due to the large number of people who were formerly visitors or summer residents only, but who now make the Cape their year-round home.

TABLE 6 Maximum And Minimum Population of
Barnstable County And Of The Several
Towns During The Period 1765 to 1920.*

County And Towns	Maximum Population		Minimum Population	
	Year	Number	Year	Number
Barnstable County	1860	35,990	1765	12,127
Barnstable	1860	5,129	1765	2,108
Bourne	1915	2,672	1885	1,363
Brewster	1850	1,525	1910	631
Chatham	1860	2,710	1765	678
Dennis	1860	3,662	1800	1,408
Eastham	1776	1,899	1920	430
Falmouth	1900	3,500	1765	1,063
Harwich	1865	3,540	1765	1,681
Mashpee	1870	348	1776	82
Orleans	1840	1,974	1920	1,012
Provincetown	1890	4,642	1765	205
Sandwich	1855	4,496	1765	1,376
Truro	1850	2,051	1920	554
Wellfleet	1850	2,411	1920	826
Yarmouth	1860	2,752	1920	1,229

*Figures supplied by Cape Cod Chamber of Commerce
Table six indicates the year when

Barnstable County had the largest population and the year when it had the smallest population, as well as the years of maximum and minimum population for the fifteen towns which together constitute Barnstable County. It is interesting to note that eleven of these towns reached their maximum population on or before 1865, and that all except one reached their population peak on or before 1900. From 1900 to 1920 there is a period of decline with five towns reaching the lowest point since the recording of any official census.

CHAPTER TWO

THE INDUSTRIES OF BARNSTABLE COUNTY

A study of the industries of Barnstable County will indicate what lines of occupation the people engage in, and also what types of vocational guidance the Cape Cod Secondary Schools should offer to help the greatest number of pupils.

During the nineteenth century, fishing was the predominant industry on the Cape. This, however, gradually waned and during the early part of the twentieth century agriculture became the most important occupation of the people. This condition prevailed until 1920, or shortly thereafter, when Cape Cod's growing fame as a summer resort made catering to these summer residents and summer tourists the occupation which employed the greatest number of people and brought the largest amount of revenue to the Cape yearly. This situation remains unaltered down to the present time.

Manufacturing on Cape Cod never attained any great prominence, although many predicted that it would when the Cape Cod Canal was built. The only large manufacturing plant on the Cape is the Keith Car Works which was built shortly after the opening of the Canal and is located in Sagamore, Town of Bourne. This plant has not been operated for six years.

The following pages include a detail of all the more important occupations taken in the order of their importance.

CHAPTER TWO
THE INDUSTRY OF HANDBOOKS

A study of the industries of Handbooks County

will indicate the lines of development the people
engage in, and also show types of vocational guidance
the State and National Boards should offer to help
the greatest number of people.

During the nineteenth century, fishing was the

predominant industry on the Cape. This, however,

gradually waned and during the early part of the

twentieth century agriculture became the most important

occupation of the people. This condition prevailed until

1920, or shortly thereafter, when the State Board of

Education and the State Board of Vocational Guidance

respective and various factors the condition of the

employed the greatest number of people and the State

largest amount of revenue to the State treasury. This

condition remains unchanged down to the present time.

Manufacturing on Cape Cod never attained any great

importance, although many considered that it should when

the Cape Cod Canal was built. The only large manu-

facturing plant on the Cape is the Eastern Gas Works which

was built shortly after the opening of the Cape Cod Canal

located in Haverhill, Town of Bourne. This plant has not

been operated for six years.

The following pages include a detail of all the more

important occupations taken in the order of their im-

portance.

SUMMER TOURIST AND SUMMER RESIDENT TRADE

Business done in connection with summer tourists and summer residents is by far the largest industry on Cape Cod. This business employs more people and brings more revenue to the Cape than any other industry such as agriculture, fishing, or manufacturing.* This summer trade includes roadside stands, over-night camps and hotels, summer cottages and camps, retail store outlets, beaches and amusements, and many other activities which cater directly to the summer tourist and summer resident trade. Every town in Barnstable County has many summer residents and tourists, but those towns on the South Shore including Falmouth, Hyannis, Harwich, Yarmouth, Chatham, and Provincetown at the tip of the Cape, have the most.

There are no official figures for any of the business in connection with the summer trade except one compilation made by the Cape Cod Chamber of Commerce which deals with hotels only, and which is presented in the table on the following page. This table lists the more important hotels, gives their location, the length of time which they stay open, the number of rooms, and their daily rates.

* From a statement issued by the Cape Cod Chamber of Commerce November 1932

SUMMER TRAVEL AND TOURISM IN TEXAS

Business done in connection with summer tourism

and summer residents is by far the largest industry

in Texas. This business brings more people and

brings more revenue to the State than any other industry

such as agriculture, livestock, or manufacturing.

This summer travel business includes resorts, vacation

camp and hotels, summer cottages and camps, resorts

across the State, business and pleasure, and many other

activities which center directly in the summer business

and summer residents trade. Every town in Texas

County has many summer residents and tourists, and

these towns on the coast, those in the interior, those

in the mountains, in the valleys, and in the

State as a whole, have the most.

There are no official figures for any of the

business in connection with the summer trade except

one compilation made by the State Gas Chamber of Texas

which deals with hotels only, and which is pre-

sented in the table on the following page.

Table I lists the more important hotels, gives their

location, the length of time which they stay open,

the number of rooms, and their daily rates.

Table 7. PRINCIPAL HOTELS ON CAPE COD **

(Compiled by Cape Cod Chamber of Commerce)
 (Arranged geographically--North to South)

Name and Location of Hotel	Season	Number of Rooms	Daily Rate
Bourne			
Hotel Norcross	J 25-S 15.	100	\$5
Bradford Arms	J 26-S 10.	28	\$5 Up
Sagamore Lodge	M 27-S 15.	22	\$4 "
Sagamore Inn	All Year	12	\$8
Magnolia Hotel	" "	12	\$4
Falmouth			
Handy's Tavern	All Year	14	3.50
Elm Arch Inn	" "	12	4.00
Falmouth House	" "	25	4.50
The Cottage Inn	" "	20	5.00 up
Falmouth Arms	J 10-0 1.	125	\$6 Up
Quisett Harbor House	J 14-S 14.	65	\$4 Up
Column Terrace Inn	All Year	13	\$6 Up
Megansett			
The Megansett House	M 30-S 15.	20	\$4 Up
Cedar Lake Inn	M 30-Oct.1	11	\$4 Up
Falmouth Heights			
Terrace Gables	M 28-S 15.	150	\$5 Up
The Gladstone Inn	All Year	14	\$5
Vineyard Sound House	J 15-S 10.	80	\$4 Up
Oak Crest Hotel	J 1--S 15.	65	4.50Up
The Grafton	J.1-Oct 1.	10	\$4 Up
Tower House	J 29-S 10.	70	\$5 Up
Woods Hole			
The Breakwater	J 15-S 15.	37	\$6
North Falmouth			
Silver Beach	JL.1-L.D.	40	\$5
East Falmouth			
The Antlers	All Year	6	-1*
West Falmouth			
The Inn	J 15-Oct 1.	13	-2*
Rest A While	M 31-S 15.	8	\$3.50

** Figures supplied by Cape Cod Chamber of Commerce

Table 7. PHYSICAL DATA ON CASH COB
(Compiled by Cape Cod Chamber of Commerce)
(Arranged geographically--North to South)

Name and Location of Hotel	Season	Number of Rooms	Daily Rate
North			
Hotel Plymouth	1 28-2 18.	100	\$5
Brookfield Arms	1 28-2 18.	20	\$5 up
Seaside Lodge	1 28-2 18.	22	\$4
Seaside Inn	All Year	12	\$5
Seaside Hotel	"	12	\$4
West			
Hotel Plymouth	All Year	14	\$5.50
Hotel Plymouth	"	12	\$5.50
Hotel Plymouth	"	22	\$4.50
Hotel Plymouth	"	20	\$5.00 up
Hotel Plymouth	1 10-2 1.	122	\$5 up
Hotel Plymouth	1 14-2 1.	22	\$4 up
Hotel Plymouth	All Year	12	\$5 up
West			
Hotel Plymouth	1 30-2 18.	20	\$4 up
Hotel Plymouth	1 30-2 18.	11	\$4 up
West			
Hotel Plymouth	1 28-2 18.	100	\$5 up
Hotel Plymouth	All Year	14	\$5
Hotel Plymouth	1 18-2 18.	22	\$4 up
Hotel Plymouth	1 1-2 18.	22	\$4.50 up
Hotel Plymouth	1 1-2 18.	10	\$4 up
Hotel Plymouth	1 22-2 18.	10	\$4 up
West			
Hotel Plymouth	1 18-2 18.	27	\$5
West			
Hotel Plymouth	1 1-2 18.	22	\$5
West			
Hotel Plymouth	All Year	2	\$1
West			
Hotel Plymouth	1 18-2 18.	12	\$5
Hotel Plymouth	1 21-2 18.	2	\$5.50

Table 7. Principal Hotels on Cape Cod (Cont)

Name and location of Hotel	Season	Number of Rooms	Daily Rates
Sandwich Daniel Webster Inn	All Year	18	\$3.50Up
South Sandwich Lakewood Camps	All Year	14	3.00
Mashpee Hotel Attaquin	All Year	14	4.00
Barnstable Barnstable Inn	All Year	21	4.50
Hyannis The Ferguson	All Year	45	-1*
Hyannis Inn	All Year	36	5.00
Aberdeen Hotel	JL 1-S 15.	48	5.00
Lewis Bay Lodge	M 27-Oct 1.	35	4.00
Eagleston Inn	Ap 1-N 1.	10	-1*
Hyannisport The Milan House	M 20-S 25.	27	-2*
The Gables	J 21-S 22.	30	-2*
The Swiss Cottages	M 26-O 1.	50	-2*
Craigville Chiquaquet Inn	J 25-S 15.	80	-2*
Centerville Opechee Inn	All Year	12	-1*
Camp Opechee	M 30-S 15.	6	6.00
Wequaquet Lake Inn	JL 1-L.D.	18	4.00
Osterville East Bay Lodge	May-Oct.	65	6.00Up
Crosby House	All Year	25	"
West Bay Inn	J 15-S 15.	65	-2*
Cotuit Cotuit Inn	M 27-S 20.	27	6.00
The Pines	M 28-O 10.	70	5.00
Santuit House	J 20-L.D.	60	4.00
Yarmouthport Yarmouth Tavern	All Year	15	4.00
Sear's Arms	JL 1-S 10.	8	6.00

Table 7. Principal Hotels On Cape Cod (Cont)

Name and Location of Hotel	Season	Number of Rooms	Daily Rates
West Yarmouth Hotel Englewood	M 27-S 30.	42	\$5 Up
West Dennis Elmhurst Inn	June-Oct.	12	\$4.50
Dennise The Willows	J 1-Oct. 1.	15	\$3.50
Whittemore House	All Year	8	-2*
Nobscusset Hotel	J 25-S 10.	100	-2*
East Dennis The Red Tavern	Ap 19-0 12.	3	\$7.00
Sears Inn	All Year	7	-2*
Green Gable Inn	JL 4-S 15.	6	-2*
West Harwich The Belmont	J 16-S 12.	125	\$7-\$15
Harwichport Kemah Lodge	All Year	25	\$5
The Melrose	All Year	14	\$3.50
Snow Inn	All Year	60	\$5.-\$6.
Harwich New Winslow	All Year	14	\$3.50
Brewster Consodine House	All Year	10	\$4.00
The Californian	All Year	7	\$4.00
North Brewster Breeze Hill Inn	J 1-N 1.	7	\$3.00
Chatham Chatham Bars Inn	June-Oct.	162	\$10.00
Mattaquason	J 24-L.D.	109	5.00
Hawes House	J 15-S 30.	32	3.00
Dill Cottages	JL 1-0 1.	32	3.00
Hawthorne Inn	M 30-0 1.	30	5.00
The Wayside Inn	All Year	20	5.00
Chestnut Inn	All Year	16	4.00
The Hammond House	June-Sept.	9	4.00

Name and Location of Hotel	Season	Number Rooms	Daily Rates
South Chatham			
Cockle Cove Inn	JL 1-S 15.	30	\$3.00
North Chatham			
Old Harbor Inn	J 15-S 15.	20	\$4.00
Orleans			
Nauset Inn	All Year	12	-1*
Southward Inn	All Year	18	\$5.00
Wellfleet			
Chequessett Inn	J 24-S 15.	60	\$6.00
Mona Bina Inn	M 30-D 1.	16	\$5.50
Curran Hotel	All Year	20	-1*
South Wellfleet			
Indian Neck Inn	May-Oct.	11	\$3.00
North Truro			
Highland House	J 10-S 15.	80	\$5.00
Whitman House	J 15-S 10.	32	\$3.00
Provincetown			
Atlantic House	A 1-Oct 12.	28	\$4.00
New Central House	M 1-N 1.	42	-1*
The Gifford House	M 27-0 1.	50	\$5.00
Monument House	All Year	14	\$4.00
Pilgrim House	J 15-S 15.	40	\$4.00
Red Inn	M 30-0 15.	--	\$10.00

-1* European Plan -2* Rates on Application
 J--June, JL--July, S--September, A or Ap.--April,
 M--May, O or Oct.--October, N--November, D--December.
 Rates listed are lowest available and extend upward.

The above table is by no means complete, but it tends to indicate the extent of the summer hotel trade on Cape Cod. It must be borne in mind that all the hotels accommodate but a fraction of the people that make Cape Cod their summer residence, and that most of them rent or own summer cottages or estates. Table 9A on page 35 indicates that these hotels employ a total of 438 persons, of which 208 are men and 230 are women.

are women.

a total of 438 persons, of which 208 are men and 230

Table 25 on page 35 indicates that these hotels employ

at their rent or own summer cottages or estates.

many Cape Cod their summer residences, and that most

hotels accommodate but a fraction of the people that

on Cape Cod. It must be borne in mind that all the

tends to indicate the extent of the summer hotel trade

The above table is by no means complete, but it

Notes listed are lowest available and extend upward.

M-May, O or Oct.,--October, N--November, D--December.

1--June, 2--July, 3--September, A or Apr.--April,

1--November, 2--

Hotel	Season	Number Rooms	Daily Rates
Red Inn	12-30-12.	--	\$10.00
Ylvison House	7-12-12.	40	\$4.00
Wanamant House	All Year	14	\$4.00
The Clifford House	12-30-12.	30	\$3.00
New Central House	12-30-12.	42	\$3.00
Atlantic House	12-30-12.	28	\$4.00
Provincetown	12-30-12.	32	\$3.00
Whitman House	7-12-12.	32	\$3.00
Highland House	7-12-12.	80	\$5.00
North Truro	7-12-12.	11	\$3.00
Indian Neck Inn	12-30-12.	20	\$3.00
South Wellfleet	All Year	18	\$3.00
Curran Hotel	All Year	20	\$3.00
Howe House	12-30-12.	12	\$3.00
Chapman House	7-12-12.	20	\$3.00
Wellfleet	All Year	12	\$3.00
Southwest Inn	All Year	12	\$3.00
Hansen Inn	All Year	12	\$3.00
Oriente	All Year	12	\$3.00
Old Harbor Inn	7-12-12.	20	\$4.00
North Grafton	7-12-12.	20	\$4.00
Goobie Cove Inn	7-12-12.	20	\$3.00

AGRICULTURE ON CAPE COD

Agriculture has increased rapidly on Cape Cod since 1900. Not so many years ago, people thought of Cape Cod as a sandy barren waste, unsuited for agriculture. This is not so. Cape Cod soil is very fertile. There is sufficient rainfall. The climate is mild and even, with late frosts never occurring, and with heavy frosts only in Mid-Winter. Furthermore, Cape Cod is located within sixty miles of a large consuming market, not to mention the extensive market right at the region of production during the Summer months. Again, Cape Cod soil is free from rocks which harass most New England soil. To clear Cape Cod soil it is but necessary to pull up the stunted pine trees which seldom grow to a height of more than twelve or fifteen feet. These advantages have enabled agriculture to expand until at present it is the second largest industry on the Cape.

CRANBERRIES ON CAPE COD

The growing of Cranberries is the largest agricultural pursuit on the Cape. In the year 1931^{*} there were 4,331 acres under Cranberry cultivation which resulted in a yield of 85,000 barrels. These were marketed by the New England Cranberry Sales Company, a very successful co-operative selling organization,

* From figures issued by Cape Cod Agricultural Extension service through Mr. Bertram Tomlinson.

for ten dollars a barrel, making the total value of the crop for that year about \$850,000.

VALUE OF STRAWBERRY CROP 1931--Barnstable County*

In 1931 there were about 500 acres of land used for the production of Strawberries. This resulted in approximately 50,000 crates which were marketed at an average of \$2.50 per crate, which resulted in a total crop value of \$125,000.

ASPARAGUS AND OTHER AGRICULTURAL PRODUCTS*

The third most important agricultural crop is Asparagus, there being about 200 acres under cultivation in 1931. This sold at such widely varying prices and through so many different channels that figures indicating the total production and value of the crop were not collected. Other agricultural products are relatively unimportant and are not listed on this page, but may be found in Table 8 later in this chapter.

POULTRY AND CATTLE 1931*

1931 found approximately 43,000 hens in Barnstable County which were valued at approximately \$50,000 exclusive of land and buildings the value of which is not known. There were 2,172 cattle valued at \$189,583. Horses and Swine are next in importance.**

*From figures issued by Cape Cod Agricultural Extension Service through Bertram Tomlinson.

**See Table 8

for the dollar a barrel, making the total value
of the crop for that year about \$450,000.

TABLE OF AVERAGE CROP 1931--1932--1933--1934

In 1931 there were about 500 acres of land

used for the production of cottonseed. This

amounted to approximately 25,000 acres which were

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

TABLE OF AVERAGE CROP 1931--1932--1933--1934

The table shows that the average value of

the crop was about \$2.50 per acre, or

amounted to a total value of \$625,000.

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

TABLE OF AVERAGE CROP 1931--1932--1933--1934

In 1931 there were about 500 acres of land

used for the production of cottonseed. This

amounted to approximately 25,000 acres which were

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

valued at an average of \$2.50 per acre, or

amounted to a total value of \$625,000.

valued at an average of \$2.50 per acre, or

TABLE 8--STATISTICS OF AGRICULTURE--CAPE COD 1920

Classification	Number
All Farms	
Number of Farms	675
All farms, classified by size:	
Under 3 Acres	18
3 to 9 Acres	126
10 to 19 Acres	113
20 to 49 Acres	215
50 to 99 Acres	116
100 to 174 Acres	51
175 to 259 Acres	18
260 to 499 Acres	12
500 to 999 Acres	4
1,000 Acres and over	2
Land and Farm Area	
Land Area of Cape (Acres)	261,760
Land in Farms (Acres)	47,679
Per cent of land area in farms	18.2
Value of farm property	
All farm property	\$5,545,538
Average Values:	
All property per farm	8,216
Land alone per acre	53.94
Domestic Animals	
Value of all animals	\$303,778
Horses	77,111
Mules	1,775
Cattle	189,583
Sheep	1,605
Goats	105
Swine	33,599
Poultry and Bees	
Poultry (Total Value)	77,781
Bees (Total Value)	819
Value of Crops	
Cereals	28,809
Other grains	1,794
Hay and Forage	123,998
Vegetables	195,320
Fruits	600,516

*Figures supplied by the Director of the Census
of Washington D.C. Through Cape Cod Chamber of Com.

TABLE 1. - SUMMARY OF INVESTIGATION OF THE 1910-1911

Category	Amount
All items	1,000.00
Food and drink	1,000.00
Travel	1,000.00
Transportation	1,000.00
Medical	1,000.00
Education	1,000.00
Religion	1,000.00
Amusement	1,000.00
Gifts	1,000.00
Other	1,000.00
Total	1,000.00

Amounts are in U.S. dollars and cents. The amount of 1,000.00 is the total amount of the investigation.

Table 8--STATISTICS OF AGRICULTURE--Cape Cod 1920 *

Classification	Number
Selected Crops	
Corn (Acres)	373
Oats "	14
Wheat "	9
Rye "	79
Buckwheat "	1
Beans "	24
Peas "	1
Hay and Forage (Acres)	3,062
Potatoes "	282
Fruits	
Total Acres	2,199
Strawberries	62
Rasberries	15
Blackberries & Dewberries	2
Cranberries	2,112
Currants	8
Orchard fruits:	
Total trees	28,555
Apples	18,473
Peaches	6,772
Pears	2,070
Plums and Prunes	860
Grapes	1,165

*Figures supplied by the Director of the Census of Washington D.C. through Cape Cod Chamber of Commerce

Table 8--STATISTICS OF AGRICULTURE--Home and Foreign

Official Statistics		Number
Estimated Values		
Corn (Acres)	545	
"	14	
Wheat	3	
"	75	
"	1	
"	24	
"	1	
Hay and Forage (Acres)	5,000	
"	200	
Totals		
Total Acres	5,100	
Wheat	50	
Barley	10	
Oats	2	
Truck and Field	5,110	
Truck and Field	5	
Total Acres	5,115	
Acres	10,000	
Barley	5,000	
Wheat	5,000	
Hay and Forage	5,000	
Total	1,100	

* Figures supplied by the Director of the Census of Agriculture, U.S. Bureau of Economic Warfare

THE FISHING INDUSTRY ON CAPE COD 1932

Fishing has always contributed directly or indirectly to the livelihood of the great majority of people living on Cape Cod. During the greater part of the nineteenth century it was the most important industry, and even today it is by no means unimportant as the following table will indicate.

TABLE 9. MARINE & SHORE FISHERIES OF CAPE COD
Based on figures for 1932

Classification	No. Men	No. Boats	Amount or Value
Finny Fish--			
Capital invested			\$108,260.00
Product as reported			
Amount			12,146,579 Lb.
Value			\$153,116.00
Men Employed	168		
No. Large Boats		75	
Shellfisheries--			
Men Employed	686		
No. Large Boats		262	
Capital invested			\$248,500.00
Clam:			
Value of Product			\$20,000.00
Capital invested			2,000.00
Quahaug:			
Value of Product			\$150,000.00
Capital invested			45,000.00
Scallop:			
Value of Product			\$160,000.00
Capital invested			51,000.00
Razor Clams:			
Value of Product			\$25,000.00
Capital invested			500.00
Oysters:			
Value of Product			\$131,370.00
Capital invested			150,000.00
Total Value of Prod.			\$486,000.00

Table 9.--From figures supplied by E.W. Barnes of the Division of Fisheries and Game of the Commonwealth of Massachusetts.

TABLE 9. The Fishing Industry on Cape Cod 1932 (Cont)*
Based on Figures for 1932

Classification	No. Men	No. Boats	Amount or Value
Total of all Fisheries:			
Capital invested			\$356,760.00
Value of output			639,016.00
Men employed	854		
No. Large Boats		337	
Families regularly dependent on shore fisheries			3,950
Total number of people dependent upon fisheries			12,000

*Figures supplied by Earnest W. Barnes, Marine Biologist and Statistician of the Division of Fisheries & Game of the Commonwealth of Massachusetts

The facts listed in the table above are for commercial fisheries only, as it is quite impossible to collect data concerning all those persons who may occasionally fish for home consumption. It is known that 3,950 families or about 12,000 persons fish along the shore for family use.

The potential value of the clam area alone has been conservatively estimated at \$250,000.00 in comparison with \$20,000 estimated output. All other shellfish industries could be expanded at nearly a similar ratio.

The principal centers for the fishing industry on Cape Cod are at Provincetown, Sandwich, Harwich, Chatham, Truro, and Barnstable.

TABLE 7. The Fishing Industry on Lake Erie, 1932
Based on figures for 1932

Classification	No. of Boats	Value of Catch
Total of all kinds		
Commercial		\$288,763.00
Value of export		\$22,018.00
Value of catch	287	
Commercial		
Value of export		
Value of catch		\$2,880
Total number of boats		12,000

Figures supplied by Bureau of Fisheries, Lake Erie District
and Statistics of the Division of Fisheries and Game
of the Department of the Interior

The table shows the value of the catch for

commercial fisheries only, as it is not possible
to collect data concerning all those persons who may
occasionally fish for their own consumption. It is known
that 5,000 boats are about 12,000 persons that along
the shore for their own.

The reported value of the catch was about \$288,763.00 in 1932.
The commercial catch was about \$22,018.00 in 1932.
The value of the catch was about \$2,880 in 1932.
The value of the catch was about \$2,880 in 1932.

The principal centers for the fishing industry
on Lake Erie are Cleveland, Sandusky, Detroit,
Toledo, and other points.

TABLE 9A. INDUSTRIES AND PERSONS EMPLOYED FOR
BARNSTABLE COUNTY 1930 *

INDUSTRY	NUMBER OF PERSONS EMPLOYED	
	MALE	FEMALE
All Industries	9,989	2,464
Agriculture	1,177	25
Fishing	808	-----
Mining	3	-----
Building Industry	1,860	13
Chemical And Allied	44	29
Clothing	19	43
Food And Allied	58	12
Auto Repair Shops	69	-----
Iron And Steel	128	4
Shoe And Leather	3	-----
Printing	28	12
Paper, Cotton, Woolen, And Textile	8	6
Electrical Machinery	11	4
Other Manufacturing Industry	253	71
Street Construction	171	1
Garage	229	15
Railroads	132	-----
Telegraph & Telephone	85	99
Transportation & Postal Service	507	61
Banking	68	42
Insurance & Real Estate	134	29
Automobile Agencies	127	10
Wholesale And Retail Trade	155	277
Other Trade	153	19
Public Service	595	40
Recreation & Amusement	104	32
Professional Service	430	475
Hotels And Restaurants	207	231
Laundries	57	78
Domestic & Personal Service	547	798
Occupations Not Specified	819	38

* United States Department Of Commerce, Bureau Of The
Census. 15th. Census Population Bulletin, 2nd.
Series for Massachusetts, Table for Barnstable
County Page 34.

TABLE 2A. INDUSTRIES AND PERSONS EMPLOYED FOR
BARNSTABLE COUNTY 1930

INDUSTRY	NUMBER OF PERSONS EMPLOYED	MALE	FEMALE
All Industries	6,989	3,451	3,538
Agriculture	1,177	1,177	0
Fishing	803	803	0
Mining	3	3	0
Manufacturing Industry	1,850	1,850	0
Chemical and Allied	44	44	0
Electrical	12	12	0
Food and Allied	62	62	0
Textile	50	50	0
Iron and Steel	122	122	0
Stone and Lumber	3	3	0
Printing	28	28	0
Paper, Glass, Wagon, and Lumber	8	8	0
Electrical Machinery	11	11	0
Other Manufacturing Industries	171	171	0
Construction	229	229	0
Transportation	132	132	0
Telephone and Telegraph	85	85	0
Service	807	807	0
Wholesale and Retail Trade	134	134	0
Transportation and Postal	127	127	0
Wholesale and Retail Trade	132	132	0
Other Trade	12	12	0
Public Service	582	582	0
Health and Amusement	104	104	0
Professional Service	430	430	0
Hotels and Restaurants	207	207	0
Domestic and Personal Service	647	647	0
Occupations Not Specified	819	819	0

United States Department of Commerce, Bureau of the
Census. 1930. Census Population Bulletin, No. 1.
Series for Massachusetts, Table for Barnstable
County, Page 24.

The largest industries as shown by Table 9A are building industry, agriculture, wholesale and retail trade, and fishing, which employ 1,860, 1,177, 1,155, and 808 persons respectively. A majority of the industries in Table 9A do the most of their business in the summer months, and many of them operate only in the summer months, so that when summarized by the Cape Cod Chamber of Commerce they are included under employment and industry incidental to summer tourist and summer resident trade. When viewed in this manner, this summer trade is the biggest industry with agriculture and fishing next in importance.

There is one best building plant known as the Crosby & Co. Company located in Oysterville. This is probably the largest single manufacturing plant on the Cape at the present time, and business is so poor that very few men are employed.

Other manufacturing plants such as salt making or fish drying plants which employ only a few men, and only at wide intervals, are not important enough to mention separately. They will be found listed in Table 9A on Page 35 and included in the totals of Table 10 on Page 36.

The largest industries as shown by Table 2A are building industry, agriculture, wholesale and retail trade, and fishing, which employ 1,880, 1,177, 1,133, and 500 persons respectively. A majority of the industries in Table 2A do the most of their business in the summer months, and many of them operate only in the summer months, so that when summarized by the Cape Cod Chamber of Commerce they are included under employment and industry incidental to summer tourist and summer resident trade. When viewed in this manner, this summer trade is the biggest industry with agriculture and fishing next in importance.

MANUFACTURING ON CAPE COD

As mentioned before, manufacturing never has been important in Barnstable County and, in fact, is absolutely non-existent in a majority of the towns.

IMITATION OR ARTIFICIAL PEARLS

On or about 1920 a new industry sprang up in Hyannis. This was the manufacture of imitation or artificial pearls from the scales of a native fish, the alewife (herring). This industry was established at the Priscilla Laboratory in Hyannis, and gained some prominence.

BOAT BUILDING INDUSTRY

There is one boat building plant known as the Crosby Boat Company located in Oysterville. This is probably the largest single manufacturing plant on the Cape at the present time, and business is so poor that very few men are employed.

Other manufacturing plants such as salt making or fish drying plants which employ only a few men, and only at wide intervals, are not important enough to mention separately. They will be found listed in Table 9A on Page 35 and included in the totals of Table 10 on Page 38.

MANUFACTURING ON CAPE COD

As mentioned before, manufacturing never has been important in Barnstable County and, in fact, is absolutely non-existent in a majority of the towns.

INITIATION OF ARTIFICIAL FISH

On or about 1920 a new industry sprang up in Hyannis. This was the manufacture of imitation or artificial pearls from the scales of a native fish, the Atlantic (horrig). This industry was established at the Hyannis Laboratory in Hyannis, and raised some problems.

BOAT BUILDING INDUSTRY

There is one boat building plant known as the Crosby Boat Company located in Hyannis. This is probably the largest single manufacturing plant on the Cape at the present time, and business is so poor that very few men are employed.

Other manufacturing plants such as fish making or fish drying plants which employ only a few men, and only at short intervals, are not important enough to mention separately. They will be found listed in Table 2A on page 35 and included in the totals of Table 10 on page 38.

TABLE 10. STATISTICS OF MANUFACTURES--CAPE COD,*
By Towns (1920 figures, revised)

Towns	No. of Estab- lish- ments	Capital Invested	Wages Paid	Value of Product
Barnstable	39	4,423,099	541,712	1,599,393
County	36	\$365,044*	102,057*	470,230*
Barnstable	7	67,939	35,767	150,036
Bourne	3	4,058,955	439,655	1,129,163
Dennis	4	13,352	1,805	26,313
Falmouth	6	62,505	12,376	57,241
Harwich	3	86,094	14,631	85,670
Provincetown	9	65,354	17,682	91,299
Other Towns	7	68,900	19,796	59,671

*Estimated figures for 1930. The first row of figures for Keith Car Works in Sagamore(now closed)

The total number of persons now estimated to be employed in manufacturing on Cape Cod in both part-time and full time jobs is 116.

The group labeled as "Other Towns" includes Chatham, Orleans, Sandwich, Truro, Wellfleet, and Yarmouth, also Brewster, Eastham, and Mashpee.

THE CAPE COD MOSQUITO CONTROL PROJECT

The Cape Cod Mosquito Control Project is a tremendous task undertaken (without state aid) solely by the people of Cape Cod to rid that territory of Mosquitoes.

* Figures for Table 10 were supplied by the Mass. Department of Labor and Industries, statistical division, through the Cape Cod Chamber of Commerce.

MOSQUITO CONTROL (CONTINUED)*

\$206,000 was raised for this purpose. Up to the present time over 732 miles of ditches have been dug for the purpose of draining the land. The greater portion of this work is being done in connection with salt water rather than fresh. Oil is being used wherever it is found necessary. Of the amount raised, \$188,000 has already been spent.

This project has employed several hundred men since its origination, but it cannot be considered as a regular industry because as it nears completion it will employ only a very few men.

GUIDANCE NEEDED

As it is obvious that the greater part of the secondary school graduates on Cape Cod will enter one of the three major industries, namely, catering to summer tourists and residents, agriculture, or fishing, it would seem that it is the duty of the schools to provide information and guidance in these fields to all students, and guidance and information in minor occupations and higher education to those who request it, or would benefit by it.

The following chapters will give the facts as to what the Cape schools actually are doing in the way of guidance, both educational and vocational.

* From figures supplied by, and given at the request of, the Cape Cod Chamber of Commerce.

CHAPTER THREE

THE MINIMUM ESSENTIALS OF AN ADEQUATE GUIDANCE PROGRAM FOR CAPE COD SCHOOLS

In this chapter an endeavor will be made to determine just what constitutes an adequate guidance program for the Cape Cod secondary schools. The criteria immediately following is for all secondary schools,,but may well be adapted to the needs of small rural schools such as most Cape schools are.

A PROGRAM OF GUIDANCE FOR SECONDARY SCHOOLS¹

I. Basic principles-

1. The term "Guidance" is used in this thesis in its broadest interpretation, including educational, social, and vocational aims.
2. The term "Secondary Schools" includes the years of the junior and senior high schools, viz., the seventh through the twelfth grades.
3. Guidance is the peculiar function of the junior high school, offering the pupil an opportunity to explore his interests, aptitudes, and abilities, and guiding him systematically in the wise choice of studies and in making such decisions regarding his future training or occupation as have to be made from time to time.
4. In a program of guidance there are three general groups of pupils whose needs must be considered:
 - a. Pupils who leave school before the completion of the secondary-school period.

¹ As set forth by the National Vocational Guidance Association.

THE MINIMUM REQUIREMENTS OF AN ADEQUATE GUIDANCE PROGRAM FOR CARE-GAP SCHOOLS

In this chapter an endeavor will be made to determine just what constitutes an adequate guidance program for the Care-Gap secondary schools. The criteria immediately following is for all secondary schools, but may well be adapted to the needs of small rural schools such as most Care-Gap schools are.

A PROGRAM OF GUIDANCE FOR SECONDARY SCHOOLS

I. Basic principles-

1. The term "Guidance" is used in this treatise in its broadest interpretation, including educational, social, and vocational aims.
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3. Guidance is the peculiar function of the junior high school, offering the pupil an opportunity to explore his interests, aptitudes, and abilities and guiding him systematically in the selection of studies and in making such decisions regarding his future training or occupation as have to be made from time to time.
4. In a program of guidance there are three general groups of pupils whose needs must be considered: a. Pupils who leave school before the completion of the secondary-school period.

- b. Pupils who will not continue their schooling beyond the senior high school.
- c. Pupils who are looking forward to entering college or some other type of higher institution of learning.

II The objectives of a Program of Guidance--

1. Educational and vocational guidance.

- a. To give the pupil information regarding the educational opportunities immediately and remotely before him to the end that his ambition may be aroused and that curriculum and subject choices may be made wisely.
- b. To give the pupil information regarding vocational fields in general and the occupational outlook of his locality in order that he may have a broader vision of the world's work and that he may give more serious thought to his own choice of a vocation.
- c. To give each pupil an opportunity to explore his interests, aptitudes, and abilities, especially in the junior high-school or corresponding years.
- d. To direct pupils who must leave school early into such study, such continuation or "opportunity" classes as any considerable group of

2. Pupils who will not continue their schooling beyond the senior high school.
3. Pupils who are looking forward to entering college or some other type of higher education of learning.

II The objectives of a program of guidance--

1. Educational and vocational guidance.

- a. To give the pupil information regarding the educational opportunities immediately and remotely before him so that he may make his own choice of a vocation.
- b. To give the pupil information regarding vocational fields in general and the occupational outlook of his locality in order that he may have a broader vision of the world's work and that he may give more serious thought to his own choice of a vocation.
- c. To give each pupil an opportunity to explore his interests, aptitudes, and abilities, especially in the junior high-school or corresponding years.
- d. To direct pupils who must leave school early into such studies, such association or "occupational" class as may be available through of

pupils may need to fit them for entrance upon occupational life.

- e. To make all possible use of the pupil's tentative or permanent choice of a vocation in motivating his work in every subject.
- f. To create among the pupils an atmosphere of purposeful activity.

2. Social and Moral Guidance:

- a. To work out in the organization of the school a definite plan of instruction, involving all subjects taught, so that right habits of work, of conduct, and of living will be formed.
- b. To give the pupil through organized activities an opportunity to participate in the administration of these activities to the end that he may learn to form right judgments and to follow these judgments by right action.
- c. To aid the pupil while under discipline for some wrong act to think through the right solution of his own problem and to follow that right thinking by right acting.

pupils may need to fit them for entrance upon

occupational life.

c. To make all possible use of the pupil's con-

servative or permanent choice of a vocation in

motivating his work in every subject.

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tion of these activities to the end that

he may learn to form right judgments and to

follow these judgments by right action.

c. To aid the pupil while under discipline for

some wrong act to think through the right

solution of his own problem and to follow

that right thinking by right action.

III Methods of Guidance--

1. Preparatory activities:

- a. Series of teachers' meetings to study the subject of guidance and to secure sympathetic cooperation.
- b. Special addresses to entire school or classes at the beginning of the school year.
- c. Vocational guidance week, "Go to School," or "Find Yourself" campaigns.
- d. Coordination of all parts of the local school system with respect to guidance.

2. Informational activities:

a. Study of educational opportunities.

- 1!. A study of educational opportunities both immediate and remote as incidental to oral and written composition.

- a!. For pupils in the seventh and eighth grades, a study of the offerings of the high school or other local institutions.

- b!. For pupils in the high school, a study of the colleges and other higher institutions.

- 2'. Group visits of pupils to the high school or to nearby colleges and educational

Methods of Guidance--

1. Preparatory activities:

- a. Series of questions, leading to study the subject of guidance and to answer questions.
- b. Special exercises to entire school or classes at the beginning of the school year.
- c. Vocational guidance survey, "Go to school," or "Find yourself" campaign.
- d. Discussion of all parts of the local school system with respect to guidance.

2. Informational activities:

- a. Study of educational opportunities.
- b. A study of educational opportunities both immediate and remote as indicated by oral and written composition.
- c. For pupils in the seventh and eighth grades, a study of the offerings of the high school or other local institution.
- d. For pupils in the high school, a study of the colleges and other higher institutions.
- e. Group visits of pupils to the high school or to nearby colleges and educational institutions.

institutions.

- 3'. Publishing of school bulletins and papers setting forth the value of an education and the opportunities for study and training.
- b. Study of the occupational opportunities.
 - 1'. A study of general occupational fields.
 - a'. As incidental to all subjects in their application to vocations, and particularly in the teaching of science and the practical arts;
 - b'. As incidental to oral and written composition;
 - c'. As a class in systematic study; or
 - d'. As an integral part of the reorganized "social studies".
 - 2'. Group visits to local industrial and business institutions.
- c. The library should be the laboratory for all guidance activities. Special shelves should contain books bearing upon all phases of the problem. A guidance conference room is often found in connection with the school library.

Instruction.

- 3. Positioning of school subject and course
- 4. Positioning of the value of an education
- 5. The opportunities for study and work

12.

- 6. Study of the organizational opportunities
- 7. Study of general educational fields
- 8. An introduction to all subjects in their application to vocational and particularly in the study of science and the practical work
- 9. An introduction to oral and written composition
- 10. A course in systematic study as an integral part of the curriculum
- 11. General "social studies"

12. Group visualization material and

business instruction.

- 13. The library should be the responsibility for all business material. Special attention should be given to the books dealing upon all phases of the program. A business reference room is often found in connection with the school library.

3. Social and moral activities.

- a. Club activities organized along the line of educational, recreational, or vocational interests.
- b. Assembly programs of varying forms planned by the pupils and carried out under guidance
- c. Pupil participation in the organization and administration of extra-curriculum activities.
- d. Cases of discipline often lend an opportunity for guiding pupils in right thinking, right social attitudes, and right action.
- e. The entire organization and administration of the school should definitely aim at the formation of right habits of work and conduct.

4. Exploratory activities:

- a. All educational experience has its bearing upon the interests and abilities of pupils and should be considered as a factor in guidance.
- b. In the junior high school the "general" or "survey" courses have exceptional value in broadening the vision of the pupil as to possible life interests.

3. Social and school activities.

- a. Club activities organized along the lines of educational, recreational, or vocational interests.
- b. Assembly program of activities for the purpose of the pupils and carried out under the supervision of the organization in the organization and administration of extra-curriculum activities.
- c. Cases of discipline often lead on opportunity for building pupils in right thinking, right social attitudes, and right action.
- d. The entire organization and administration of the school should definitely aim at the formation of right habits of work and conduct.

4. Vigoratory activities:

- a. All educational experiences are the basis upon the interests and abilities of pupils and should be considered as a factor in guidance.
- b. In the junior high school a "survey" or "survey" course have exceptional value in promoting the vision of the pupil as to possible life interests.

- c. Also in the junior high school definite "try-out" courses are often used to prove the ability or the disability of pupils to pursue certain lines of study with success.
 - d. Part-time or summer employment has a distinct value in discovering aptitudes and abilities.
5. Counselling--
- a. Group conferences should be held each semester
 - b. Each pupil should receive personal counsel as follows:
 - 1'. At the beginning of each semester for adjustment.
 - 2'. Before the close of each semester for curriculum guidance.
 - 3'. Special conferences with regard to failure, discipline, or whenever it may seem desirable.
 - 4'. When planning to leave school for any reason.
 - c. Opportunity for conferences for adjustment or advice should be given to those who have left school.
 - d. Counsellors should hold conferences with parents when possible regarding educational adjustments.

- a. Also in the Junior High School "Reflexes" "Try-out" courses are often used to prove the ability on the ability of pupils to pursue certain lines of study with success.
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B. Counseling--

- a. Group conferences should be held each semester.
- b. Each pupil should receive personal counsel as follows:
 1. At the beginning of each semester for adjustment.
 2. Before the close of each semester for adjustment.
 3. Special conferences with regard to future assignments, or whenever it may seem desirable.
 4. When planning to leave school for any reason.
 5. Opportunity for conferences for adjustment or advice should be given to those who have left school.
 6. Counselors should hold conferences with parents when possible regarding educational adjustment.

e. Counsellors should attempt to aid the pupil to make the decisions which in the school organization have to be made from time to time, and to postpone the definite choice of a fixed life-work as long as may be consistent with thorough vocational preparation.

f. Aids to counselling should include the following:

- 1'. Complete cumulative records--scholarship, sociological, psychological, health, school activities.
- 2'. The use of intelligence tests, achievement tests, and prognostic tests when given and interpreted by competent individuals.
- 3'. Special reports from teachers giving information helpful in guidance.

6. Placement--

a. Pupils leaving school or or before graduation should be assisted in selecting and entering the type of institution which provides the best opportunity for continued training; or, if they must enter employment, the opportunity to do the kind of work for which they are best

c. Counselors should attempt to aid the pupil

to make the decision which in the school

organization have to be made from time to

time, and to postpone the definite choice of

a fixed life-work as long as may be consistent

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formation helpful in guidance.

g. Placement--

a. Pupils leaving school or to before graduation

should be assisted in selecting and entering

the type of institution which provides the

best opportunity for continued training; or,

if they must enter employment, the opportunity

to do the kind of work for which they are best

fitted and which holds out for them the best future outlook.

- b. Opportunity should always be given to those who have left school to return for replacement, adjustment of difficulties, or for personal advice.

IV Essential Organization for Guidance--

1. An administrative head.

a. Functions.

- 1'. To assume responsibility for the effective operation of the program.
- 2'. To lead the teachers who are to act as counsellors.
- 3'. To secure the cooperation of all teachers carrying out the spirit of the program.

b. Responsibility.

- 1'. In the smaller schools the principal will necessarily assume the administrative leadership.
- 2'. As schools increase in enrollment the principal will delegate some or all of these functions to others as the organization of the school may permit.
 - a'. To a vice-principal;

listed and which holds out for them the best

future outlook.

5. Generally should always be given to those who

have left school to return for replacement,

adjustment of difficulties, or for personal

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IV. Essential Organization for Guidance--

1. An administrative head.

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1'. To assume responsibility for the entire

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3'. To secure the cooperation of all teachers

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b. Responsibility.

1'. In the smaller schools the principal

will necessarily assume the administrative

leadership.

2'. As schools increase in enrollment the prin-

cipal will delegate some or all of these

functions to others as the organization of

the school may merit.

a'. To a vice-principal;

- b'. To a "dean" of boys or girls;
- c'. To a committee;
- d'. To a teacher as a part-time duty; or
- e'. To full-time director or directors.

2. Faculty cooperation.

- a. Counsellors, according to the size and organization of the school.
 - 1'. Teachers chosen for peculiar fitness or training to act as advisors;
 - 2'. Heads of departments or curriculum directors;
 - 3'. Home-room teachers as counsellors; or
 - 4'. Group advisors for special divisions of pupils.
- b. Teachers of special "try-out" or "survey" subjects
 - 1'. To give the pupils an opportunity to explore interest, aptitudes, and abilities
 - 2'. To make a special study of pupils in such subjects with respect to habits of work, interests, abilities or disabilities.
 - 3'. To make special reports on such observations
- c. Teachers of all subjects.
 - 1'. To make application of the subject taught to the life-career motive.

- 1. To the President of the United States
- 2. To the Vice President of the United States
- 3. To the Speaker of the House of Representatives
- 4. To the President of the Senate

Respectfully,
[Signature]

Very truly yours,
[Signature]

Enclosed for the President of the United States
are the following documents:

- 1. A copy of the report of the Committee on the Judiciary
- 2. A copy of the report of the Committee on the Administration of Justice
- 3. A copy of the report of the Committee on the Organization of the Courts

Very respectfully,
[Signature]

Very truly yours,
[Signature]

Very respectfully,
[Signature]

Very truly yours,
[Signature]

- 2'. To make use of the pupils' assumed or chosen ambition to motivate the school work of the pupil.
 - 3'. To make special reports affording information helpful in the guidance of pupils.
 - 4'. To meet the needs of pupils through more homogeneous grouping, directing study, or some form of individual teaching.
3. Essential forms and records.
- a. Cumulative scholarship record, seventh through twelfth grades.
 - b. Cumulative personal record, seventh through twelfth grades.
 - 1'. Records of social activities, characteristics, habits, etc.
 - 2'. Records of all tests; intelligence, achievement, prognostic.
 - c. Health and physical record
 - d. Blanks for special reports from teachers regarding interests, aptitudes, abilities, or disabilities.
 - e. Personal conference data and records.
 - f. Placement and adjustment records.

21. To make use of the pupils' previous work

22. To make use of the pupils' previous work

23. To make use of the pupils' previous work

24. To make use of the pupils' previous work

25. To make use of the pupils' previous work

26. To make use of the pupils' previous work

27. To make use of the pupils' previous work

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33. To make use of the pupils' previous work

34. To make use of the pupils' previous work

35. To make use of the pupils' previous work

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38. To make use of the pupils' previous work

39. To make use of the pupils' previous work

40. To make use of the pupils' previous work

41. To make use of the pupils' previous work

42. To make use of the pupils' previous work

43. To make use of the pupils' previous work

AN ORGANIZED PROGRAM OF GUIDANCE

In organizing a guidance program, the following five steps should be included even in a small rural school.¹

1. To what extent has the school undertaken to study the individual differences and needs of its pupils?
2. To what extent are objective examinations used in the measurement of achievement?
3. To what extent has progress been made in the adjustment of the curriculum to the needs of pupils?
4. To what extent has progress been made in curriculum revision?
5. To what extent has the school developed an organized program?

A SPECIAL PROGRAM FOR RURAL SCHOOLS

The criteria considered thus far have been dealing with secondary schools in general. The program given below has been prepared especially for secondary schools located in rural communities.²

1. Guidance information through publications, such as special bulletins, student's handbook, guidance numbers of school magazine, printed reading list on guidance, guidance magazine, etc..

-
1. Allen, Richard D. "A Guidance Program That Any High School Principal May Undertake" The Vocational Guidance Magazine Published at the Bureau of Vocational Guidance Graduate School of Education Harvard University Cambridge February 1933 Page 199.
 2. Koos L. V. & Kefauver G. N. "Guidance In Secondary Schools" The MacMillan Co. New York 1932 Page 611-619.

AN APPROPRIATE PROGRAM OF STUDY

In organizing a guidance program, the following

five steps should be followed in a small school:

1.

2.

3. To a great extent the school is expected to study

the individual differences and needs of its pupils.

4. To what extent are the various educational agencies

in the community in contact with each other?

5. To what extent are the various agencies in the

community in contact with each other?

6. To what extent are the various agencies in the

community?

7. To what extent are the various agencies in the

community?

A SPECIAL PROGRAM FOR SPECIAL STUDENTS

The criteria for selecting students for special study

with secondary schools is generally the program given

before the student enters the secondary school.

located in rural communities.

1. Guidance information through application, and

an official statement, students' handbook, etc.

2. School records, school reports, etc.

3. Guidance records, etc.

4. Allen, Richard L. "A Guidance Program for the High School Student," The Vocational Guidance Magazine, Vol. 1, No. 1, 1921, pp. 1-10.
5. Koon, L. V. "Guidance in Secondary Schools," The Educational Review, Vol. 1, No. 1, 1921, pp. 1-10.

II. Information through the organization of the offering.

A flexible program of studies, two or more curricula, curricula leading to occupations, part-time cooperative curricula.

III. Information through the content and experience

within the offering. Course on occupations, exploratory experiences in general courses such as general mathematics, general social science, general science, and general language. Regular courses as exploratory courses in the first year. Special exploratory courses such as practical arts, home economics, and business training.

IV. Information through other agencies. Visitation and

observation, talks on courses and occupations and on

extra-curricula activities by school officials and business

men. Participation in extra-curricula activities. Inter-

views and conferences. Use of library. Visual presentation

through pictures, slides, films, etc..

V. Measurement----Educational plans, vocational plans,

self-rating by students, likes and dislikes, home factors,

attitudes, group and individual intelligence tests,

aptitude tests, ratings of character and traits, achieve-

ment tests, and physical examinations.

VI. Guidance for the individual. The interviews, case

method, and an adequate cumulative permanent record.

II. Information through the organization of the offering.
A flexible program of studies, two or more curricula,
curricula leading to occupations, part-time cooperative
curricula.

III. Information through the content and experience
of the offering. Courses or occupations, exploratory
experience in terms of courses and as general education,
general social studies, general science, and general
language. Regular courses or exploratory courses in the
first year. Special exploratory courses such as physical
education, business training, etc., from economics.

IV. Information through other agencies. Visitation and
observation, talks on courses and occupations and on
extra-curricular activities by school officials and teachers.
Participation in extra-curricular activities. Inter-
views and conferences. Use of library. Visual presentation
through pictures, slides, films, etc.

V. Measurement--Educational plans, vocational plans,
self-testing by students, films and slides, home visits,
interviews, reports and feedback information tests,
aptitude tests, ratings of progress and testing, behavior
tests, and physical examinations.

VI. Guidance for the individual. The interview, case
method, and an adequate cumulative permanent record.

VII. Counseling. Individual differences. Principal and teachers as counselors in small school, a comprehensive program.

Small schools must, begin where they are and add by selecting from the most important elements not yet included in their lists of activities.

OBJECTIVES OF GUIDANCE ON THE CAPE

Educational, social, and vocational guidance and the adjustment of youth should be the aims of every guidance program in the Cape Cod secondary schools.

CRITERIA TO BE CONSIDERED WHEN SURVEYING CAPE SCHOOLS

1. Provision for individual differences.
2. Curriculum offering.
 - a. At least two curricula.
 - b. Flexibility.
 - c. Adjusted to needs of pupils.
 - d. Revision.
 - e. Courses included.
3. Provision for vocational guidance.
4. Provision for educational guidance.
5. Provision for civic and character guidance.
6. Opportunity classes and exploration classes.
7. Extra-curricula activities and participation therein.
8. Guidance mindedness on part of school.
9. Cooperation within faculty.
10. Cooperation between school and outside agencies.
 - a. Parents.
 - b. Various clubs

VII. Counseling, Individual Differences, and Guidance

The counselor as a professional in a school, a social

worker, and a guide.

Self-concept and self-esteem are important factors in the

development of the individual and the school.

Individual differences in ability, interest, and personality.

Guidance and Counseling in the School

Individual differences, interests, and personality factors.

The adjustment of the individual to the school and society.

Guidance programs in the school and community.

Guidance and Counseling in the School

1. Provision for individual differences.

2. Guidance programs.

a. At least two subjects.

b. Flexibility.

c. Adjusted to needs of pupils.

d. Revision.

e. Guidance included.

f. Guidance for the individual differences.

3. Provision for individual differences.

4. Provision for individual differences.

5. Provision for individual differences.

6. Provision for individual differences.

7. Guidance programs.

8. Guidance programs.

9. Guidance programs.

10. Guidance programs.

11. Guidance programs.

11. Part-time and summer employment.
12. Group conferences on guidance.
13. Individual conferences on guidance.
14. Objective testing.
 - a. At least intelligence and achievement tests.
15. Accurate complete cumulative records.
 - a. Scholarship, sociological, psychological, health, school activities, characteristics, habits, placement.
16. Placement service and follow up.
 - a. Educational.
 - b. Vocational.
17. Organized plan of guidance.
 - a. With responsible official.
18. Is there a school or town library with available educational and vocational material to assist in the guidance of youth?
19. Visitations by school or class to industries, etc..
20. Talks by business men, school officials, or representatives of colleges.
21. Visual aid.
22. Is there a health program.
 - a. School nurse or doctor. Dentist. Periodic check-ups. Course on hygiene.
23. As stated before, small schools must begin where they are and add by selecting from the most important elements not yet included in their list of activities. Is this school?

11. Part-time and summer employment.

12. Group conferences on guidance.

13. Individual conferences on guidance.

14. Objective testing.

a. As part of the curriculum and independent tests.

15. Guidance materials available to students.

a. Guidance materials, psychological, sociological, medical, etc.

Guidance materials, character studies, etc.

Placement.

16. Placement service and follow-up.

a. Educational.

b. Vocational.

17. Organized plan of guidance.

a. The responsibilities of staff.

18. Is there a school or local library with available

educational and vocational material to assist in

the guidance of youth?

19. Visitation by school or visits to industries, etc.

20. Visitation by business men, school officials, or

representatives of colleges.

21. Visitation by

22. Is there a health program.

a. School nurse or doctor. Periodic

check-ups. Courses on hygiene.

23. As stated before, small schools must begin where

they are and not by waiting for the ideal im-

portant elements not yet included in their list

of activities. Is this necessary?

This means that while a school may not at present have a perfected guidance program, it must have a growing program, the ultimate objective of which will be the inclusion of all the essentials of a good guidance program as outlined on pages 53 and 54.

and expected to divide the schools into three groups, known as A Group, B Group, and C Group.

Group A will include those schools having no guidance program, but some independent educational activities and no systematic or regular assistance of any teacher.

Group B will include those schools where there is no guidance program as such but some educational and vocational guidance is done through the commercial department, manual training, home economics, shop, & E Club, etc., and by assisting children in their choice of study for the coming year or years.

Group C will include those schools having definite and well planned guidance programs, both educational and vocational.

A GUIDE TO THE

Under this system of classification which is based upon the data collected, Group A will include the schools of Mendocino, Colusa, Colusa, Will, etc.,

This means that while a school may not at present
 have a perfected guidance program, it must have a
 growing program. The ultimate objective of which will
 be the inclusion of all the essentials of a good
 guidance program as outlined on pages 72 and 73.

CHAPTER FOUR

GUIDANCE IN GROUP A. CAPE COD SCHOOLS

DIVISION OF SCHOOLS FOR CONVENIENCE

The secondary schools of eleven different towns are being considered in this report, and because the nature and extent of the guidance work varies from one system to another, it has been found convenient and expedient to divide the schools into three groups, known as A Group, B Group, and C Group.

Group A will include those schools having no guidance program, but some independent educational guidance through the thoughtfulness of the principal or some teacher.

Group B will include those schools where there is no guidance program as such but where some educational and vocational guidance is done through the commercial department, manual training, home economics, shop, 4 H Club, etc., and in assisting children to select courses or plans of study for the coming year or years.

Group C will include those schools having definite and well planned guidance programs, both educational and vocational.

TOWNS IN GROUP A

Under this system of classification which is based upon the data collected, Group A will include the towns of Sandwich, Orleans, Chatham, Wellfleet,

EDUCATION IN GROUP A, 1917-18

EDUCATION IN GROUP A, 1917-18

The secondary schools of eleven different towns are being considered in this report, and because the nature and extent of the guidance work varies from one system to another, it has been found convenient and expedient to divide the schools into three groups, known as Group A, Group B, and Group C. Group A will include those schools having no guidance program, but some independent educational guidance through the recommendations of the principal or some teacher.

Group B will include those schools where there is no guidance program as such but where some educational and vocational guidance is done through the commercial department, manual training, home economics, shop, etc., and in assisting children to select courses or lines of study for the coming year or years.

Group C will include those schools having definite and well planned guidance programs, both educational and vocational.

TOWN IN GROUP A

Under this system of classification which is based upon the data collected, Group A will include the towns of Andover, Orleans, Uxbridge, and others.

and Provincetown.

TOWNS IN GROUP B.

Group B will include such towns as Brewster, Yarmouth, Harwich, and Bourne.

TOWNS IN GROUP C.

Group C will include the towns of Barnstable and Falmouth, both of which have outstanding and modern secondary schools with well developed guidance programs.

GENERAL OBSERVATIONS CONCERNING ALL CAPE SCHOOLS

There has been a definite increase of about sixty percent in high school enrollment from 1905- to 1925 while for this same period the population of the Cape remained about the same.* Notwithstanding this increase of sixty percent, there are less than one-half of the pupils of high school age in high school at the present time. This would obviously indicate that the Cape Cod High Schools are not attractive or interesting enough to keep the pupils in school, or that the schools are failing to meet the needs and requirements of the majority of the population. On Cape Cod, as elsewhere, it has been extremely difficult to get away from the cut-and-dried classical or college preparatory type of high school, and this in spite of the fact that less than ten percent of the graduates go to college.**

*Page 51 Harvard Report "Education In Twelve Cape Towns"

**Ibid. Page 54

and Providence.

There is some...

Group B will include such towns as Brewster,

Yarmouth, Hantsport, and others.

There is some...

Group C will include the towns of...

and others, both of which have outstanding...

modern secondary schools with well-developed...

and others.

GENERAL OBSERVATIONS CONCERNING THE SCHOOLS

There has been a definite increase of about

sixty percent in high school enrollment from 1935-

to 1938 while for this same period the population

of the State remained about the same. * However,

extending this increase to sixty percent, there are

less than one-half as many of the high school age

in high school at the present time. This would ob-

viously indicate that the State has high schools are

not attractive or interesting enough to keep the

children in school, or that the schools are failing to

meet the needs and requirements of the majority of

the population. On Cape Cod, as elsewhere, it has

been extremely difficult to get away from the out-

and-out classification of college preparatory type of

high school, and this is due to the fact that less

than ten percent of the graduates go to college. **

*Data of Harvard report "Education in Twelve State Towns"
1938, page 54

GUIDANCE IN SANDWICH SECONDARY SCHOOLS

The Town of Sandwich has in recent years provided a fine new three story brick building to house its school system. This building was constructed along lines suggested by Dr. Jesse B. Davis of Boston University, and is modern and convenient in every detail commensurate with the amount of money available for the purpose. It is undeniably one of the best school buildings on the Cape.

This school building contains the entire twelve grades with a total enrollment of 261. The system is still essentially the old 8-4 plan. The high school has five teachers including the principal, and an enrollment of 62.

This particular high school represents one of the most backward situations on the Cape. It has a modern building, but its guidance program is quite retarded. As far as can be ascertained, there is no commercial department and no commercial subjects offered. There is no shop work of any kind, not even manual training, neither are there any home economic courses for the pupils.

The Sandwich High School is strictly a liberal arts college preparatory institution, and this in spite of the work of some educators there to bring about a change.

OUTLOOK IN EASTERN SECONDARY SCHOOLS

The town of Cambridge has in recent years provided a fine new three-story brick building to house the school system. This building was constructed along lines suggested by Dr. Jesse E. Davis of Boston University, and in modern and convenient in every detail commensurate with the amount of money available for the purpose. It is undoubtedly one of the best school buildings in the East.

This school building contains the entire senior grades with a total enrollment of 251. The system is still essentially the old 6-3-4 plan. The high school has five teachers including the principal, and an enrollment of 52. This particular high school resembles one of the most backward situations in the East. It has a modern building, but the curriculum program is quite retarded. As far as can be ascertained, there is no commercial department and no commercial subjects offered. There is no shop work of any kind, not even manual training, neither are there any home economic courses for the girls. The Cambridge High School is strictly a liberal arts college preparatory institution, and this is spite of the work of some educators there to bring about a change.

THE WORK OF THE PRINCIPAL, MR. C. G. PERSONS

Before going further into the work being done at the Sandwich High School, it must be stated that only the most favorable reports can be found concerning the principal of this building. He is striving earnestly to change existent conditions. He is guidance minded, and is personally devoting much time to such educational and vocational guidance as he can administer with the handicaps which surround him. Undoubtedly, great changes will take place within a few years both in curricula offerings and in guidance work, because of his untiring efforts.

VOCATIONAL GUIDANCE IN SANDWICH

There is little or no vocational guidance in Sandwich. There are no manufacturing industries there, and the people follow the three most common lines of endeavor, namely, catering to summer trade, agriculture, and fishing. The agricultural extension service does some vocational training in farming, but nothing is done in the high school itself. This condition is deplorable when we consider the amount of good a commercial department could do in making pupils better fitted to run a retail business or in other ways to cater to the summer trade; or when we consider the value of manual training and other shop

work for most of the boys who will have to be Jack-of-all-trades in connection with their farming or other activities. The same is true of home economics and all courses with a vocational aspect.

EDUCATIONAL GUIDANCE IN SANDWICH SECONDARY SCHOOLS *

Some educational guidance does exist in this school system, and all due to the efforts of the Principal, Mr. Persons. There is very little that can be done in the way of helping pupils to select their high school course, as only the college preparatory course is available. Mr. Persons is however, able to do some work with those students who are nearing graduation, and who are interested in higher education. This is done largely through personal conference where he tells them of the different schools of higher education, and advises them where to go; keeping always in mind such things as their interest, mental ability, and financial standing. Such constitutes all the guidance which the Sandwich youth is exposed to.

The above information is based upon facts as found upon investigation in the Town of Sandwich. It is hoped that this and all other information given in this report will be viewed not as unjust criticism, but as facts upon which to compare school systems with the hope of improving those in a less favorable position.

*From information obtained from Mr. Sawyer, teacher at the Sandwich High School Building.

For the most of the boys who will have to be back-
 of-all-grades in connection with the training of
 other activities. The same is true of those who
 and all courses with a vocational aspect.

REMARKS BY MR. J. H. BROWN, JR., DEPUTY SHERIFF

Some educational guidance has been given in this

school system, and all due to the efforts of the
 principal, Mr. Brown. There is very little that
 can be done in the way of helping pupils to select
 their high school courses, as only the college prep-
 aratory course is available. Mr. Brown is however,
 able to do some work with those students who are con-
 sidered, and who are interested in higher ed-
 ucation. This is done largely through personal con-
 ferences where he talks them of the different schools
 of higher education, and advises them where to go;
 keeping always in mind each child's own interest,
 mental ability, and financial standing. Such con-
 sideration all the guidance which the school youth is
 exposed to.

The above information is based upon facts as

found upon investigation in the town of Newburgh. It

is hoped that this and all other information given

in this report will be viewed not as unjust criticism,

but as facts upon which to compare school systems with

the hope of improving those in a less favorable position.

*From information obtained from Mr. Brown, teacher
 of the Newburgh High School, Newburgh.

TOWN OF ORLEANS--SECONDARY SCHOOL SYSTEM

In the Town of Orleans the high school building situation is a grave one. For several years past the Superintendent, C. H. Pratt, has repeatedly called attention to the inadequate buildings and equipment, but thus far without success. The building commissioner has repeatedly condemned certain portions of the building and has called for repairs, some of which were made in 1931. No amount of alterations or repairs can make this building worthy of the Town of Orleans. The present building is a two-story wooden structure built many years ago. Its hill top location is very desirable.

FIRST JUNIOR HIGH SYSTEM ON CAPE

Orleans is to be commended upon its progressiveness in some respects. It was the first high school on the Cape to experiment with the 6-3-3 or Junior High School plan.* At first, this reorganization was manifested by the regrouping of grades, the introduction of departmentalized instruction, and with some progress in the direction of student activities. Later on, the educational offerings were revised and expanded, newer types of teaching were introduced, and a specific morale was developed.

MODERN EDUCATIONAL TRENDS

The Town of Orleans has long since come to realize the value of courses other than college prepar-

*Harvard Report "Education In Twelve Cape Towns"
Cambridge 1926 Page 81

atory in nature. There are courses well developed in the fields of domestic science and home economics. Not only are these courses available to the pupils, but there is a practical adaptation of some features of the course in connection with the lunch room which is operated by the girls of the domestic science cooking class for the mutual benefit of all the students.

SHOP WORK IN ORLEANS SCHOOLS

Shop work is also available for boys in the Junior High School, although this consists very largely of manual training only at the present time.

ATHLETICS, SCHOOL PAPER, AND DRAMATICS

Orleans High School has basketball and baseball teams which have been prominent since 1925. There is also a school magazine which offers some training in journalism and salesmanship for a limited few. Dramatics have been successfully introduced, and form an important part of the activities.

THE COMMERCIAL DEPARTMENT

The Town of Orleans, as most Cape towns, is primarily employed in catering to summer trade, farming, and fishing. These occupations in themselves, would not necessitate a very elaborate system of vocational guidance, yet they do require some. The commercial department is offering in an

story in nature. There are courses well developed in the fields of domestic science and home economics. Not only are these courses available to the pupils, but there is a practical adaptation of some features of the course in connection with the lunch room which is operated by the girls of the domestic science classes. Plans for theoretical benefit of all the students.

WORK IN THE SCHOOLS

Work is also available for boys in the Junior High School, although this consists very largely of manual training only at the present time. ARTS, CRAFTS, AND IMAGINATION

Griffin High School has basketball and baseball teams which have been prominent since 1925. There is also a school magazine which offers some training in journalism and editing for a limited time. Dramatics have been successfully introduced and have an important part in the activities.

THE COMMERCIAL DEPARTMENT

The town of Griffin, as most Cape towns, is primarily engaged in catering to summer trade, tourism, and fishing. These occupations in themselves, would not necessitate a very elaborate system of vocational guidance, yet they do require some. The commercial department is offering in an

indirect way vocational guidance, and more directly is giving information which will benefit the pupils entering any one of the occupations mentioned, for accounts should be kept in any successful business. Out of the 1931 class, two were directly placed through the efforts of the commercial department. The remaining seven obtained local employment because of their commercial training, and the rest are at home.

VOCATIONAL TRAINING IN SECONDARY SCHOOLS

Other than the vocational training received as a part of the courses offered in the commercial department, the boys shop, the domestic science and home economics classes, there is no vocational guidance in the Orleans secondary schools.

EDUCATIONAL GUIDANCE IN ORLEANS SCHOOLS

There is some educational guidance through the Junior and Senior High School period. This manifests itself primarily in assisting the pupil to select courses in which he is interested, is qualified for, and is likely to be successful. This work is done by either an interested teacher or the principal, but is usually in connection with problem children or children who request the assistance in filling out their program. The remaining guidance comes usually during the senior year when the pupils

indirect way vocational guidance, and more directly in giving information which will benefit the pupils entering any one of the occupations mentioned, for example should be kept in any vocational business. At the 1931 census, two were directly placed through the efforts of the commercial department. The remaining seven obtained local employment as a result of their commercial training, and the rest are at home.

VOCATIONAL TRAINING IN SUBSIDARY SCHOOLS

Other than the vocational training received as a part of the courses offered in the commercial department, the boys who, the domestic science and home economics classes, there is no vocational training in the primary secondary schools.

ADDITIONAL VOCATIONAL INQUIRY

There is some vocational guidance through the Junior and Senior High School periods. This material is usually primarily in assisting the pupil to select courses in which he is interested, is usually for, and is likely to be successful. This work is done by either an interested teacher or the principal, but is usually in connection with studies of children or children who request the assistance in selecting their courses. The remaining guidance comes usually during the senior year when the pupils

come to the principal and request information concerning schools of higher education. In many cases it is found that students have already been told by their parents where they will attend school. This choice is usually made because the parent attended that particular school, and not because it is the best school to which to send the child. Most principals find it most difficult to overcome these decisions made by parents even when it is very desirable to send the pupil to another school because of her interests or abilities.

THE CHATHAM SCHOOL SYSTEM--SECONDARY

The Town of Chatham has a reasonably modern high school building which was erected only a few years ago, but which is already crowded beyond its capacity. There are 135 pupils and six teachers in the Junior and Senior High Schools. Conditions are so bad that it is necessary to hold three classes at the same time in the town hall, and definite plans are now under way to have the school run on the double session plan whereby half of the pupils will attend mornings, and half will attend in the afternoon. This plan is both inconvenient and expensive in many ways but it is the only solution unless another building is erected immediately. The possibility of a Union High School in connection with other towns has also been discussed.

time to the principal and request for a
 committee of three to be appointed. In any
 case it is found that students have already
 told of their parents where they will attend
 school. This choice is usually made because the
 parent attended that particular school, and not
 because it is the best school to which to send the
 child. That is why it is so difficult to
 arrange these children with the parents even when
 it is very difficult to send the child to another
 school because of the influence of the father.

THE SCHOOL AT THE UNIVERSITY

The town of Oxford has a reputation for
 high school training which has lasted only a few
 years ago, but which is already spreading beyond its
 limits. There are 100 pupils and six teachers in
 the Junior and Senior High Schools. Conditions
 are so bad that it is necessary to have three classes
 in the same line in the town hall, and therefore
 plans are now being made to have the school run on
 the high school plan with twenty half of the girls
 will attend morning, and half will attend in the
 afternoon. This plan is very interesting and ex-
 pensive in any way but it is the only solution
 unless another building is erected immediately.
 The possibility of a Junior High School in connection
 with Oxford town has also been discussed.

CHATHAM SCHOOL ORGANIZATION *

The Chatham School System (Secondary) is really about half-way between the 6-3-3 plan and the 6-2-4 plan. The departmentalized system is used throughout.

HOME ECONOMICS AND DOMESTIC SCIENCE *

The Chatham Secondary Schools have no courses in home economics, neither are there any courses in domestic science, but some domestic science training is provided for the girls in the senior class in the high school through the operation of a lunch counter for the use of the entire school. This lunch counter has proved very profitable having made \$2,797.84 during the year 1931. This money is turned back to the school to help defray operating expenses.

SHOP WORK FOR BOYS *

Up until two years ago there was absolutely no shop work of any kind. During the last two years manual training has been introduced and is given by a state man who visits once a week. There is no other shop work.

COMMERCIAL DEPARTMENT*

Chatham High School has a commercial department which offers courses in bookkeeping, typewriting, and shorthand.

*From information given by Miss Eldridge, Teacher at Chatham High School.

THE CHURCH SCHOOL SYSTEM

The Church School System (especially in rural areas) has been one of the most important factors in the development of the Church in the United States. It has been the mainstay of the Church's educational work, and it has been the primary means by which the Church has been able to reach the masses of the people.

THE CHURCH SCHOOL SYSTEM

The Church School System has been one of the most important factors in the development of the Church in the United States. It has been the mainstay of the Church's educational work, and it has been the primary means by which the Church has been able to reach the masses of the people. The Church School System has been the primary means by which the Church has been able to reach the masses of the people. It has been the mainstay of the Church's educational work, and it has been the primary means by which the Church has been able to reach the masses of the people.

THE CHURCH SCHOOL SYSTEM

It would be hard to say that the Church School System is the only means by which the Church can reach the masses of the people. There are many other means by which the Church can reach the masses of the people. However, the Church School System has been the primary means by which the Church has been able to reach the masses of the people. It has been the mainstay of the Church's educational work, and it has been the primary means by which the Church has been able to reach the masses of the people.

THE CHURCH SCHOOL SYSTEM

Church School System is a system of education which is based on the principles of the Church. It is a system of education which is based on the principles of the Church. It is a system of education which is based on the principles of the Church. It is a system of education which is based on the principles of the Church. It is a system of education which is based on the principles of the Church.

VOCATIONAL GUIDANCE IN CHATHAM SCHOOLS

Chatham is one town which appears to have drifted backward in the matter of guidance for its youth. Up until a few years ago there was a commercial geography course offered which was primarily a vocational guidance course, and in which was presented and discussed various phases of the leading vocations. This course has now been discontinued. The chief occupation of the people of Chatham is in connection with the summer trade. There is also fishing and farming, but little or no manufacturing. Here, as in Orleans, the commercial department is of its own accord taking some interest in the placement of commercial graduates. One teacher whom I interviewed stated, "Most commercial girls are placed locally, the boys are just loafers". There is no other vocational guidance.

EDUCATIONAL GUIDANCE IN CHATHAM SCHOOLS

There is very little educational guidance in Chatham Schools. There are but two courses of study in the high school and the usual method is to let the parent and child decide upon the course of study to be followed before the child enters the High School. He may select either the commercial or the college course. What other guidance takes place is the usual request type during the senior year by those who are planning for higher education.

VOCATIONAL GUIDANCE IN GRADE SCHOOLS

There is one trend which appears to have shifted backward in the matter of guidance for the young. As until a few years ago there was a considerable emphasis on vocational courses offered which were primarily a vocational guidance course, and in which was presented and discussed various phases of the vocational education. This course has now been eliminated. The chief concentration of the grade of guidance is in connection with the career study. There is also a shift in the matter, but little or no emphasis is placed on the vocational aspect. The vocational aspect is of the very minor nature in the guidance of commercial education. One teacher whom I interviewed stated, "What commercial girls are asked to do, the type are just history." There is no other vocational guidance.

Guidance in the High School

There is very little educational guidance in the high school. There are not too many of study in the high school and the usual method is to let the student and child decide upon the course of study to be followed before the child enters the high school. We may select either the commercial or the college course. What other guidance takes place is the usual request for the student to select their course and then the planning for their education.

WELLFLEET SECONDARY SCHOOL SYSTEM

The conditions existent at the Wellfleet High School are not duplicated at any other secondary school system on the Cape. The building is an unattractive wooden structure which appears to be old and sadly in need of paint. Just inside the main entrance there is a coat room or small hall with the coats and wraps of the pupils hanging upon the walls, and in the corner there is a large hand pump which apparently furnishes the water supply for the building. The heating apparatus for the building appears to be one or more large depot stoves conveniently located. The toilet facilities for both boys and the girls are of the old-fashioned type located in small buildings back of the high school building itself. Such conditions most surely indicate the need of a new high school building, and this is being ardently sought after by school officials.

NATURE OF OTHER EQUIPMENT OF WELLFLEET SCHOOLS

To give this view alone of the Wellfleet schools would be decidedly unfair. In most respects other than those mentioned above this school is well equipped. With a pupil enrollment of only 33 for the year 1932-33, this school maintains courses

REMARKS ON THE EXHIBITS

The exhibits exhibited at the hearing
 High School are not identical to any other
 secondary school system in the State. The building
 is an extensive wooden structure which
 appears to be of the early 20th century.
 Just inside the main entrance there is a room
 or hall with the coats and wraps of the pupils
 hanging upon the walls, and in the corner there is
 a large room with several large tables and
 seats arranged for the building. The building appears
 to be the building appears to be the same
 large room above mentioned is located. The building
 facilities for both boys and girls are at the
 mid-section of the building in each building
 back of the high school building itself. Each
 section was built early in the 20th century and
 high school building, and this is being actively
 worked after by school officials.

REMARKS ON THE EXHIBITS

To give this view of the building
 schools would be decidedly better. In most respects
 other than those mentioned above this school is
 well equipped. With a pupil enrollment of only 25
 for the year 1933-34, this school maintains courses

in liberal arts and commercial subjects, and also fosters plays, a school band, athletics such as basketball, baseball, and track, and a literary society meeting every Friday with required attendance for every pupil.

PER PUPIL COST--COMMERCIAL AND SCIENCE DEPARTMENTS

The per pupil cost at this high school is of necessity very high due to the small number of pupils and the large number of teachers. There are five teachers for the 33 pupils.*

The commercial department here is claimed to be well equipped and doing very good work for the small number it serves. Occasional placements are made locally of the better students with this training.

The science department is doing particularly good work. It is equipped with a modern science laboratory which, while not elaborate, is just as useful as those installed in our most expensive high schools.

VOCATIONAL STUDIES

There is no shop work for the boys, but there are home economics classes for the girls.

*Information received from Principal John Gotschall of Wellfleet High School

in liberal arts and domestic subjects, and also
 domestic science, a school band, activities such as
 basketball, baseball, and track, and a library are
 also available every Friday with required attendance
 for every pupil.

THE PHYSICAL EDUCATION DEPARTMENT

The physical education department at this high school is of
 necessity very high due to the small number of pupils
 and the large number of teachers. There are five
 teachers for the 50 pupils.

The physical education department here is claimed to
 be well equipped and doing very good work for the
 small number of pupils. Occasional physical education
 is usually of the better standard. The physical
 education.

The science department is doing particularly
 good work. It is equipped with a modern science
 laboratory which, while not extensive, is just as
 useful as those installed in our most expensive
 high schools.

VOCATIONAL STUDIES

There is no shop work for the boys, but there
 are home economics classes for the girls.

*Information received from Principal John H. Henshaw
 of Kellie High School

ORGANIZATION OF WELLFLEET SECONDARY SCHOOLS

The Wellfleet School System is most nearly like the 6-2-4 plan. The seventh and eighth grades are in the same building with the high school and are given a chance to see what high school work and life is like so that the change from the eighth to the ninth grade will not be so great. All six grades combine for such activities as music and athletics.

VOCATIONS AND GUIDANCE AT WELLFLEET

Wellfleet is without manufacturing industry. It contents itself with catering to summer visitors, fishing and farming. As in most all Cape towns, there is some vocational work in connection with the 4H-Club, but the secondary schools are doing absolutely nothing in this direction.

EDUCATIONAL GUIDANCE IN THE TOWN OF WELLFLEET

There is no definitely planned educational guidance in the Wellfleet secondary schools. When the students graduate from the eighth grade they all take a similar course of study through the ninth grade and then branch off into commercial studies or combine both commercial and academic work. There is no guidance here, or in connection with higher education upon graduating from high school, except upon request to the principal.

PHYSICAL EQUIPMENT--PROVINCETOWN SECONDARY SCHOOL

Provincetown has a fine new secondary school building which was first opened in 1932. This building has nine classrooms, a gymnasium with showers, a sewing room, a manual training shop, a cafeteria, a large auditorium on the second floor, and a well equipped science laboratory.

ORGANIZATION--TEACHERS--PUPILS

The Provincetown schools are organized on the 6-6 plan. Both the junior and senior high schools are included in the new building. There are 357 pupils and 16 teachers. The teachers at the high school do not seem to be as well equipped to teach as might be expected. For example, out of the sixteen teachers, one attended some normal school for a period of less than two years and has no certificate or degree, another attended Bryant & Stratton which has no recognized standing as a teacher training institution; eight of the teachers have had only a two year normal school course, and only five of the teachers have even a Bachelor's Degree of any kind. *

* From Provincetown Town Report for 1931

PROVINCIAL EDUCATION DEPARTMENT

Provincetown has a fine new secondary school

building which was first opened in 1932. This

building has nine classrooms, a gymnasium,

with kitchen, a reading room, a manual training

shop, a cafeteria, a large auditorium on the

second floor, and a well equipped science labo-

rary.

DEPARTMENT OF TEACHERS

The Provincetown schools are organized on

the 6-3-2 plan. With the Junior and Senior High

schools are included in the new building. There

are 300 pupils and 12 teachers. The teachers at

the high school do not seem to be as well equipped

to teach as might be expected. For example, out of

the sixteen teachers, one attended some normal school

for a period of two years and has an

certificate of degree, another attended district

school which has no recognized standing as a

teacher training institution; eight of the teachers

have had only a two year normal school course, and

only five of the teachers have been a teacher's

course of six months.

From Provincetown Town Report for 1931

VOCATIONAL COURSES OFFERED *

The Provincetown six year high school offers such courses in the commercial department as book-keeping, typewriting, and shorthand. There is a shop for boys which has manual training or wood-working only. Incidentally there are five freshman girls enrolled in these classes also. There are also home economics or household arts courses in cooking and sewing. One-half of all expenses for household arts are paid by the state if the courses are vocational in nature. In this school their vocational value is not stressed, but the state pays one-half just the same. The lunch room has a seating capacity for ninety pupils. This lunch room offers practical work and experience for some of the girls in the household arts cooking course.

OCCUPATIONS AND GUIDANCE IN PROVINCETOWN*

The people of Provincetown are engaged primarily with their summer resident trade, fishing, and agriculture. There is no vocational guidance of any kind except that which is incidental to the courses of a vocational nature listed above. If interested

*From information given by Mr. Gilgal, Principal of the Provincetown High School.

VOCATIONAL COURSES OFFERED

The Provincetown six year high school offers such courses in the commercial department as book-keeping, typewriting, and shorthand. There is a shop for boys which has manual training or work-working only. Incidentally there are five fresh-men girls enrolled in these classes also. There are also home economics or household arts courses in cooking and sewing. One-half of all expenses for household arts are paid by the state if the courses are vocational in nature. In this school their vocational value is not assessed, but the state pays one-half just the same. The lunch room has a seating capacity for ninety pupils. This lunch room offers practical work and experience for some of the girls in the household arts cooking course.

OCCUPATIONS AND OUTLOOK IN PROVINCETOWN

The people of Provincetown are engaged primarily with their summer resort trade, fishing, and agriculture. There is no vocational guidance of any kind except that which is incidental to the courses of a vocational nature listed above. It interested

in what becomes of the majority of the pupils after leaving school, being dismissed from school, or graduating from school, we have but to peruse the following statement issued by the principal of the Provincetown High School to the author.

"Very few of the pupils go on to higher education or have any desire to go on. A few get positions locally in connection with summer tourists, and the rest are just bums and loafers." It seems that smoking and street corner loafing with an occasional fishing trip are far more coveted than a regular position. Another interviewed person made the following statement. "The primary objective of the Cape schools is to train the natives to be better able to "rob" the summer residents."

EDUCATIONAL GUIDANCE IN PROVINCETOWN

Educational guidance in the junior and senior high school of Provincetown is indeed meagre, and would be practically non-existent if it were not for the principal who maintains files filled with college magazines to assist those who ask for advice concerning higher education. There is no educational guidance other than this.

in what manner of the activity of the people
after leaving school, being released from school,
or returning from school, we have not to discuss
the following statement issued by the National
of the Presbyterian High School in the answer
"Very few of the people go on to higher
education or have any desire to do so. A few get
positions locally in connection with business
concerns, and the rest are just busy and inactive."
It seems that working and street corner loafing
with an occasional fishing trip are far more
coveted than a regular position. Another inter-
viewed person made the following statement. "The
primary objective of the Cape schools is to train
the natives to be better able to "work the sugar
plantations."

EDUCATIONAL OUTLOOK IN PROSPECT

Educational outlook in the future and under
this aspect of development is indeed vague,
and would be practically non-existent if it were
not for the influence of the missionaries who fill
with college graduates to assist those who ask for
advise concerning higher education. There is no
educational guidance other than this.

CHAPTER FIVE

GUIDANCE IN GROUP B. SECONDARY SCHOOLS

In the preceding chapter we dealt with those schools which had little or no vocational or educational guidance to offer to their pupils. In this chapter, Group B secondary schools will be discussed. These schools are really about half way between no guidance and a well defined guidance program. In every case the school has at least one course which is essentially a guidance course.

TOWNS INCLUDED IN GROUP B.

Based upon the knowledge gathered through interviews and visits, the following towns have been included under Group B, Brewster, Yarmouth, Harwich, and Bourne.

THE TOWN OF BREWSTER SECONDARY SCHOOLS

The Town of Brewster has a fairly modern high school building which is a two story wooden structure well lighted and with ample fire escapes which permit the entire student body of 135 students to leave the building in 35 seconds. This one building houses the entire school system from the first through the twelfth grade. It has a fine location well off the main road with a spacious athletic field and attractive grounds.

THE TOWN OF BROWSTER

In the preceding chapter we dealt with those schools which had little or no vocational or educational guidance to offer to their pupils. In this chapter, using a secondary school as an example, we discuss those schools which are really about half-way between no guidance and a well defined guidance program. In every case the school has at least one teacher who is essentially a guidance teacher.

THE TOWN OF BROWSTER

Based on the knowledge gathered through interviews and visits, the following towns have been included under Group B, Browster, Wisconsin, Hartsch, and Portage.

THE TOWN OF BROWSTER

The town of Browster has a fairly modern high school building which is a two story wooden structure well lighted and with ample fire escapes which permit the entire student body of 155 students to leave the building in 35 seconds. This one building houses the entire school system from the first through the twelfth grade. It has a fine location well off the main road with a spacious athletic field and extensive grounds.

ORGANIZATION OF BREWSTER SCHOOLS

The Brewster school system is organized on the 6-3-3 plan. There is departmentalized instruction through-out the Junior and Senior High School. The Senior High School has twenty pupils, the Junior and Senior High School together have sixty-six pupils, and the entire school system has 165 pupils.

RATING OF BREWSTER SCHOOLS *

In spite of the fact that Brewster has very good physical equipment, the achievement of the pupils and the rating of the school is very low. This is not due to a foreign population because there is none. No student can enter college upon being graduated from the Brewster High School. He must first take one-half year at some normal school, usually Hyannis Normal, and then transfer to the college. At least this is the method employed by those who wish to enter a college.

From tests administered by the Principal Mr. White, it was found that the average mental age of senior high school students was fourteen years, while the chronological age runs between seventeen and eighteen.

*From information supplied by Principal White of Brewster during an interview.

ORGANIZATION OF THE SCHOOLS

The Brewster school system is organized on the 6-3-3 plan. There is departmentalized instruction throughout the Junior and Senior High School. The Senior High School has twenty pupils, the Junior and Senior High School together have sixty-six pupils, and the entire school system has 100 pupils.

STATUS OF THE SCHOOLS

In view of the fact that Brewster has very good physical equipment, the achievement of the pupils and the rating of the school is very low. This is not due to a limited population because there is none. No student can enter college upon being graduated from the Brewster High School. He must first take one-half year at some normal school, usually Hyannis Port, and then transfer to the college. At least this is the method employed by those who wish to enter a college.

From facts obtained by the Principal Mr. [Name], it was found that the average number of pupils in high school students was fourteen years, while the chronological age was between seventeen and eighteen.

*From information supplied by Principal [Name] of Brewster during an interview.

COURSES OF STUDY AT BREWSTER

The Brewster Secondary Schools have more than the traditional college preparatory courses, but they do not offer all that a modern school should. There is a well equipped commercial department which offers courses in bookkeeping, typewriting, shorthand, and general business training. The interesting thing here is that all dull students are placed in the commercial courses, yet in spite of this the commercial department is doing fully as good if not better work than the liberal arts division of the school.

There is no manual training or other shop work offered at this school. Neither is there any home economics course for the girls, but they receive some incidental training in connection with the lunch room. While the school itself does not offer these courses, there is much good work being done in the school through the well organized 4-H-Club.

VOCATIONS AND GUIDANCE IN BREWSTER

The people of Brewster, as elsewhere on the Cape, do no more work than is absolutely necessary, but when employed they engage in work incidental to summer tourists and residents, in fishing and in agriculture.

COURSES OF STUDY AT BREWSTER

The Brewster Secondary Schools have more than the traditional college preparatory courses, but they do not offer all that a modern school should. There is a well equipped commercial department which offers courses in bookkeeping, typewriting, shorthand, and general business training. The interesting thing here is that all full students are placed in the commercial courses, yet in spite of this the commercial department is doing fully as good if not better work than the liberal arts division of the school.

There is no manual training or other shop work offered at this school. Neither is there any home economics course for the girls, but they receive some incidental training in connection with the lunch room. While the school itself does not offer these courses, there is much good work being done in the school through the well organized A-H-Club.

VOCATIONAL AND GUIDANCE IN BREWSTER

The people of Brewster, as elsewhere on the Cape, do no more work than is absolutely necessary, but when employed they engage in work incidental to summer tourists and residents, in fishing and in agriculture.

We now come to the point where those high schools mentioned under Group A are different from Brewster High School. In this high school there is some definite planned guidance. This is primarily vocational guidance, and it is done through the economic geography course which is required of every student. While there are no manufacturing industries worthy of mention in Brewster, the school officials nevertheless realize that some of the students in that school system may some day seek occupation in neighboring counties or states where industries do exist, consequently, this course is given. This course is general in nature, yet it plans to give an outline of all the more important industrial occupations. It also enables each pupil to secure more information concerning any particular industry in which he feels that he might become interested, or in which he is interested. Provision is made for special reports or project reports from each student in which he gives information about his particular occupational interest. In this way the course becomes a definite vocational guidance course. Of course, such things as the amount of training and the amount of education required to enter each occupation or profession are discussed along with other associated interests.

We now come to the subject of the school where these pupils
are mentioned under the name of the different from
the other high school. In this high school there
is some definite planned guidance. This is given
in the vocational guidance, and it is given through
the economic geography course which is required of
every student. While there are no examinations
in the history of the school in history, the
school officials nevertheless realize that some of
the students in that school system may come here
to continue in preparation for the study of
industrial education. This course is
given. This course is general in nature, but it
plans to give an outline of all the more important
industrial occupations. It also studies each pupil
to secure more information concerning any particular
industry in which he feels that he might become in-
terested, or in which he is interested. Provision
is made for special reports or project reports from
each student in which he gives information about his
particular occupational interest. In this way the
course secures a definite vocational guidance course.
Of course, such studies as the amount of training and
the amount of education required to enter each
occupation or profession are discussed along with
other associated interests.

EDUCATIONAL GUIDANCE AT BREWSTER

Education guidance is not as yet as well developed at Brewster High School as vocational guidance. Educational guidance consists largely of directing or misdirecting dull students into the commercial courses, and in assisting other students to select courses when they request such aid. There is some educational guidance in connection with higher education, but this is for the limited few that reach the senior year and wish to go on for a college degree. Even such guidance is only upon request, and as very few of the pupils ever attempt to go on to higher education, it is both meagre and infrequent.

THE TOWN OF YARMOUTH SECONDARY SCHOOL SYSTEM

The Town of Yarmouth has good physical equipment for school use such as buildings, shop, home economics department, commercial department, and science laboratory. Yarmouth is considerably larger in area and more spread out than some of the other Cape Towns and consequently has several grade schools but only one central high school.

The central high school which is located in the Bass River Section has grades from six through twelve inclusive. This means that the elementary

STUDENT BODY AT KATHAMATH

Student body at Kathamath is not as well developed as at the other high schools in the district. The student body is made up of students from all over the district, and in addition other students to whom courses were given. There is no doubt that the student body is not as well educated as the other high schools, but this is for the limited few that attend the school year and wish to go on for a college degree. Even such students are not very many, and as a result of this, the student body is not as well educated as the other high schools. It is both small and inferior.

THE TOWN OF KATHAMATH SCHOOL SYSTEM

The town of Kathamath has good physical conditions for school work as buildings, shops, and other associated departments, commercial department, and science laboratory. Kathamath is considerably larger in size and more varied than most of the other towns and consequently has several grade schools but only one central high school. The central high school which is located in the East River section has grades from six through twelve inclusive. This means that the majority

schools have only grades one through five inclusive. This results in a 5-7 or 5-3-4 plan of organization. The seven upper grades at the central building are run much the same as a six year high school, so that for all practical purposes the secondary school of Yarmouth comprises the upper seven grades.

PERSONNEL AND GUIDANCE INTEREST

Such officials as Mr. C. R. Stacy, Superintendent of Schools, and Mr. Quackenbush, Principal of the High School have had much experience in large city schools and are both not only conscious of the need for guidance, but are deeply interested in it. With these two men as leaders, and with the well trained staff of seven teachers, Yarmouth High School should soon be one of the best on the Cape, not only in reference to guidance work but in every other respect.

The entire student body of Yarmouth numbers about 308 pupils. The high school has about 144 pupils including those who come from the Town of Dennis. It is interesting to note that there are more pupils from Dennis than from Yarmouth in the Yarmouth High School.

PRACTICAL EDUCATION

The spirit of practical education is manifested throughout Yarmouth High School. Guidance

schools have only seven or through the facilities.
This results in a 5-7 or 6-8 plan of organization.
The seven upper grades at the central building are
run with the same as a six year high school, so that
for all practical purposes the secondary school of
Yamouth comprises the lower seven grades.

YAMOUTH AND OUTSIDE SCHOOLS

Just officials as Mr. C. E. Stacy, Supervisor
of Schools, and Mr. G. W. Goss, Principal,
of the High School have had much experience in
large city schools and are both not only conversant
of the need for guidance, but are deeply interested
in it. With these two men as leaders, and with the
well selected staff of seven teachers, Yamouth High
School should soon be one of the best in the State,
not only in reference to guidance work but in every
other respect.

The entire student body of Yamouth numbers
about 500 pupils. The high school has about 140
pupils including those who come from the town of
Yamouth. It is interesting to note that there are
more pupils from Yamouth than from Yamouth in the
Yamouth High School.

PRACTICAL EDUCATION

The spirit of practical education is well-
taught throughout Yamouth High School. Guidance

of a vocational nature is evident in all semi-vocational or vocational courses. For example, Yarmouth High School has a shop for boys which at present is only a woodworking shop, but which has an additional room which will be equipped as a print shop as soon as money is available.

There is a home economics department with a profitable lunch room run for the benefit of the entire school. There is also a good commercial section where vocations are emphasized, and through which placements are occasionally made.

VOCATIONS AND GUIDANCE AT YARMOUTH

Most of the residents of Yarmouth make a living by catering to summer tourists and residents, by cranberry farming, and by shell fishing. The Town of Yarmouth is favorably located with ocean frontage on both the north and south shores of the Cape, and has such a large summer population that over fifty percent of all the taxes collected come from summer residents. This helps considerably when maintaining an elaborate school system.

While there are no definite vocational guidance courses at the Yarmouth High School, there is a stressing of vocational possibilities in such courses as those offered by the commercial

of a vocational nature is evident in all semi-vocational or vocational courses. For example, Yarmouth High School has a shop for boys which at present is only a woodworking shop, but which has an additional room which will be assigned as a craft shop as soon as money is available. There is a home economics department with a practical lunch room for the benefit of the entire school. There is also a good commercial section where vocations are emphasized, and through which placements are occasionally made.

VOCATIONS ARE EMPHASIZED AT YARMOUTH

Most of the residents of Yarmouth make a living by assisting in summer tourism and recreation, by operating farming, and by small enterprises. The town of Yarmouth is favorably located with ocean frontage on both the north and south shores of the Gulf, and has good a large number of vacation homes over fifty percent of all the taxes collected come from summer residents. This makes considerably when maintaining an elaborate school system. While there are no definite vocational courses at the Yarmouth High School, there is a strong emphasis on vocational possibilities in such courses as those offered by the commercial

department. This is done through the principal's interest in guidance work.

EDUCATIONAL GUIDANCE IN THE YARMOUTH SCHOOLS *

In regard to educational guidance, the Yarmouth Secondary Schools are far ahead of any school system discussed thus far. At the beginning of the seven year high school period each child is placed in a special and definite group according to his or her special interests and abilities. They are carefully watched and changes are made whenever it seems advisable for the welfare of the child. When senior high school or the ninth grade is reached, each child is assisted and guided in choosing those subjects in which he is most interested and for which he has the greatest ability.

The educational guidance program does not end here. Each child has a conference in which his future plans are discussed. After determining just what the child may do after leaving school, definite assistance is given him. If he plans to go on to higher education, the type of higher education and the best place for that education are discussed. Other things such as high school requirements for a certain college, and the cost of a specific higher education are also examined.

*From information given by Superintendent C.R. Stacy of the Yarmouth Schools.

THE TOWN OF HARWICH SCHOOL SYSTEM

The Town of Harwich School System is organized on the 6-6 basis. There are four elementary schools which feed the central Junior and Senior six year high school. The physical equipment of the Harwich Schools is very poor, and there is much agitation for new buildings. At the present time there are 173 pupils and seven teachers in the six year high school. Not only are the buildings old and dilapidated, but they are so over-crowded that there is no room for general assemblies or for athletics or for manual training. During the last year a former store room at the Center School was taken over for manual training purposes. The teachers are well trained and well paid.

CURRICULA OFFERINGS AT HARWICH

Aside from the traditional college preparatory course, the Harwich High School offers manual training, and commercial courses, but no home economics. The manual training shop is small but well equipped. There is no other shop work. The commercial courses are of the usual type including typewriting, shorthand and bookkeeping. The outstanding deficit in the curriculum seems to be the lack of home economic or domestic science training for the girls. This situation would undoubtedly be remedied with a new building.

OCCUPATIONS AND GUIDANCE AT HARWICH

The most important occupations of the people of Harwich, Harwichport, West Harwich, and North Harwich are catering to the summer tourist and summer resident trade, agriculture (mostly cranberry raising), and some fishing. The girls are far more ambitious than the boys, but the chief ambition of both seems to be to "rob" the summer visitors and to wait on counter.* The Cape should at least know about guidance as the publishers are flooding that territory with guidance material.** The principal of the Harwich Schools sees little or no value in attempting to offer either educational or vocational guidance to most of the children. To him, they are just Cape Cod natives, which means that they are contented with life as they find it, and that they have little ambition to ever be anything more than their parents were before them.

There is a little vocational guidance done in connection with the manual training or woodworking. Still more seems to be done in the commercial department where recommendations and placements are occasionally made for the better students. These are placed locally in banks, stores, insurance offices, etc..

*From statement made by Mr. Morris, Principal of Harwich Schools.

**Ibid.

DECEMBER 1911

The most important occupations of the people

of Harwich, Harwichport, West Harwich, and North

Harwich are centered in the summer tourist and

summer residential trade, agriculture (mostly cran-

berry raising), and some fishing. The girls are

far more ambitious than the boys, and the chief

ambition of both sexes is to "win" the summer

visitors and to win on summer.* The Cape should

at least show about halfway as the girls are

flooded with industry with guidance material.*

The principal of the Harwich School sees little or

no value in attempting to offer either vocational

or vocational guidance to most of the children.

To him, they are just Cape Cod natives, which means

that they are contented with life as they find it,

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partment where recommendations and guidance are

consequently made for the better students. These

are placed locally in banks, stores, insurance offices,

etc.

*This statement made by Mr. Morris, Principal of

Harwich School.

**1911.

THE VOCATIONS COURSE AT HARWICH

There is one definite, planned course in vocational guidance. This is a course required of all freshmen, and is called vocations. This course runs for one-half year. It describes all lines of occupation, and presents to the child the advantages and disadvantages of each along with the education and training required for success in each. Each student selects one occupation in which he thinks he is interested, and collects all possible information upon it. "This course is no good", according to a statement made by the principal, but this merely reflects his attitude as expressed on the previous page.

EDUCATIONAL GUIDANCE AT HARWICH

Educational guidance is not well developed at Harwich probably because of the principal's attitude whose duty it is to care for educational guidance. There is very little guidance in evidence until the senior year when those who are intending to go on to higher education are singled out and given help. To show how few this reaches it is but necessary to say that only two went to college in 1931 while not more than four are expected to go in 1932. It is hoped that the principal's attitude may soon change so that the pupils may have all the advantages which a guidance minded principal would bring them.

THE VARIOUS TYPES OF COURSE

There is one definite standard course in vocational education. This is a course required of all students, and is called vocational. This course runs for one-half year. It denotes all lines of instruction, and progress to the point of graduation and the attainment of each stage with the education and training required for success in each. Each student receives one course in which he is to be instructed, and collects all possible information from it. This course is in fact, according to a statement made by the principal, but this merely reflects his attitude as expressed in the various ways.

EDUCATIONAL COURSE OF STUDY

Elementary education is not well developed at present, probably because of the principal's attitude. When duty is to be done for educational purposes, there is very little reliance on evidence until the student has been shown that the information is to be used. Higher education is limited and not very high. The reason for this is that it is not necessary to say that only the best is to be done. In 1901 while the war was on, the course was changed to be in 1902. It is hoped that the principal's attitude may soon change so that the public may have all the advantages which a well-educational system would be able to give.

THE TOWN OF BOURNE SCHOOL SYSTEM

The Town of Bourne is the most northerly town on Cape Cod, and includes land on both sides of the Cape Cod Canal. The Bourne School System includes children from all its various sections such as Bourne Center, Bournedale, Buzzards Bay, Cataumet, Pocasset, Monument Beach, and Sagamore.

There are several grammar schools, but only one high school located in Bourne Center. This high school has a beautiful location with spacious grounds, but with a rather old building and inadequate equipment. The Bourne High School has no assembly hall or gymnasium, and must adjourn to a nearby grammar school for such activities.

At the present time the Bourne School System is run on the 6-2-4 plan. The senior high school has an enrollment of 158 pupils and 7 teachers.

SCHOOL CURRICULUM

Aside from the regular classical subjects, the Bourne High School offers courses in commercial subjects, home economics, and guidance. The home economics work in the high school is in the nature of cooking and serving food in connection with the lunch room. All regular courses in home economics are offered in the seventh and eighth grades. Likewise, all shop work is done in the seventh and eighth

grades. This shop work is mostly woodworking or manual training, but there is also some leather-craft under the direction of Mr. Starkey. These courses are included in this report because they are part of the secondary school system, and would be included if Bourne had the six year high school plan of organization. These courses also have definite vocational value.

OCCUPATIONS AND GUIDANCE AT BOURNE

There was a time a few years ago when many of the people of Bourne were employed by the Keith Car Manufacturing Company at Sagamore on the Canal. This plant (now the Osgood Bradley Manufacturing Company) is closed down, and the people of Bourne and surrounding towns are now engaged primarily in the typical Cape occupations of catering to summer visitors, fishing, and farming. Here as elsewhere on the Cape there is a great deal of occupational guidance work being done by the 4-H-Club in cooperation with, or through the grammar schools and the seventh and eighth grades.

While Bourne High School may be lacking somewhat in physical facilities, it nevertheless has a fine spirit of cooperation for this guidance work, and for all work that will be of mutual benefit. The first principle of the school is that all teachers must be guidance minded and must cooperate in all types of

guidance work including educational, vocational, and character guidance. As a result of this, the commercial department is particularly wide awake in keeping the work of the department closely correlated with actual business practice, and in keeping the vocational aspect of the work constantly before the pupils. Miss Ruth Marr, the commercial teacher, firmly believes that some business training will be found beneficial to every person regardless of the line of occupation or the profession that they may go into. There is also constant endeavor to make the commercial department a placement bureau for the better students whenever this is possible.

THE VOCATIONAL GUIDANCE COURSE AT BOURNE

There is one course at the Bourne High School which is required of all students, and is known as the Vocational Guidance Course. This course runs for one-half year and includes previews and discussions of all the leading occupations in which the students may later engage. The educational and vocational prerequisites for success in each occupation are also discovered. Students select occupations of particular interest and do research work therein. The course has proved quite satisfactory.

CIVIC AND CHARACTER GUIDANCE

Bourne High School is the first school discussed

influence work including educational, vocational, and character guidance. As a result of this, the commercial department is particularly wide awake in meeting the needs of the department closely connected with actual business practice, and in keeping the vocational aspect of the work constant. It is for the purpose of this that the commercial department will be found beneficial to every person regardless of the time of occupation or the profession. That they may be happy. There is also constant endeavor to make the commercial department a pleasant haven for the better students whenever this is possible.

THE VOCATIONAL GUIDANCE COURSE AT BOSTON

There is one course at the Boston High School which is required of all students, and is known as the Vocational Guidance Course. This course runs for one-half year and includes lectures and discussions of all the leading occupations in which the students may later engage. The vocational and commercial organizations for business in each occupation are also discussed. Students select occupations of particular interest and do research work therein. The course has proved quite satisfactory.

CITIZENSHIP AND CIVIL SERVICE COURSE

Boston High School is the first and only

that has a definite course in which there seems to be much guidance in Civics and Character. The course at Bourne runs for one-half year and is known as Problems In Democracy. It deals with Civic problems and with character building, and is doing much good work. It is given in the tenth grade.

EDUCATIONAL GUIDANCE IN THE BOURNE HIGH SCHOOL*

Educational guidance has not developed much beyond what is usually found in country high schools. Undoubtedly the guidance mindedness of the entire teaching staff would result in some individual guidance for some pupils at opportune times.

The first apparent educational guidance is concerned with the selection of a course of study when the student first enters high school. This is largely determined by the student or his parents. More definite educational guidance comes during the senior year when members of the graduating class are personally interviewed by the principal to determine what they have in mind for the future, and to advise them as to whether or not that occupation which they have chosen is the one for which they are best fitted. If they have no plans for the future, the principal helps formulate some. Usually he has had previous discussions with those who are going to college, and at this time they merely complete arrangements.

*From information given by Miss Tapper, teacher at the Bourne High School.

CHAPTER SIX

GUIDANCE IN GROUP "C" TOWNS

This chapter will deal with Group "C" towns in which there is a well developed guidance program. There are two towns on the Cape which are making every endeavor to offer their children every educational advantage and opportunity. These towns are larger than the other Cape Towns and, therefore, perhaps better able to support an enriched curriculum and adequate guidance courses and directors. The two school systems which will now be discussed are those of the Town of Falmouth and the Town of Barnstable.

SCHOOL ORGANIZATION OF THE TOWN OF FALMOUTH

The Falmouth School System includes the High School in Falmouth Center, the Junior High School in Falmouth Center, and grade schools located in Falmouth, East Falmouth, Woods Hole, and Tea Ticket*. There is a total enrollment of 1,376.

The secondary school education is organized on the 6-3-3 plan with the Senior and Junior High Schools occupying separate buildings on the same grounds. At the present time there are 160 pupils** in the Senior High School and a total enrollment of 463 pupils in both high schools. There are twenty-five teachers including the principal.

*Falmouth Town Report for 1931 Pages 109-112

**From information furnished by Principal Blynn E. Davis of Falmouth High and Junior School

SIX

OUTLINE OF THE TOWN OF WILMOUTH

This chapter will deal with the town of Wilmouth in which there is a well developed and modern system. There are two towns in the Cape which are making every endeavor to offer their children every educational advantage and opportunity. These towns are larger than the other Cape towns and, therefore, perhaps better able to support an enlarged curriculum and adequate guidance courses and advisors. The two school systems which will now be discussed are those of the Town of Wilmouth and the Town of Barnstable.

SCHOOL ORGANIZATION OF THE TOWN OF WILMOUTH

The Wilmouth School System includes the High School in Wilmouth Center, the Junior High School in Wilmouth Center, and grade schools located in Wilmouth, East Wilmouth, Woods Hole, and Westport. There is a total enrollment of 1,375.

The secondary school education is organized on the 6-3-3 plan with the Senior and Junior High Schools occupying separate buildings on the same grounds. At the present time there are 150 pupils* in the Senior High School and a total enrollment of 255 pupils in both high schools. There are twenty-five teachers including the principal.

*Wilmouth Town Report for 1951 Pages 102-112

**From information furnished by Principal Elmer E. Davis of Wilmouth High and Junior School

PHYSICAL EQUIPMENT AT FAIRMOUTH

The physical equipment at Falmouth, especially in connection with secondary education, seems to be the best. For example, there are two fine new buildings located to the rear of such public buildings as the Town Hall, the Public Library, and what appears to be the former high school building.

These two new buildings now house the Junior and Senior High Schools. They are modern buildings of brick and are artistic as well as practical. The inside equipment of the schools such as that in the science laboratory, gymnasium, commercial department, and in connection with shop work is some of the best if not the best on the Cape.

CURRICULA OFFERINGS OF FAIRMOUTH SECONDARY SCHOOLS

The curricula offerings at the Falmouth Secondary Schools are wide and varied. In addition to the traditional classical courses, there are courses in home economics and agriculture; educational, character, civic, and vocational guidance; commercial subjects; manual training, electricity, gas engines, sheet metal and other allied courses included in the general shop for boys.

OCCUPATIONS OF THE PEOPLE OF FAIRMOUTH

The people of Falmouth are for the most part engaged in the same occupations which employ the great majority of the people on Cape Cod, namely,

PHYSICAL EQUIPMENT AT FAIRMOUNT

The physical equipment at Fairmount, especially in connection with scientific education, seems to be the best. For example, there are two fine new buildings located to the east of much smaller buildings at the Town Hall, the Public Library, and what appears to be the former high school building. These two new buildings now house the Junior and Senior High Schools. They are well equipped with books and are a credit to the city as a whole. The inside equipment of the schools such as that in the science laboratory, chemistry, mathematics, history, and in connection with shop work is some of the best it was the best on the date.

EXISTENCE OF PHYSICAL EQUIPMENT

The available equipment at the Fairmount Laboratory is divided into three parts. In addition to the traditional physical sciences, there are courses in home economics and art; drama; mechanical, electrical, civil, and vocational subjects; commercial subjects; general training, including, for example, speech, social and other allied sciences included in the general education.

DEVELOPMENT OF THE PHYSICAL EQUIPMENT

The history of Fairmount since the first part appeared in the last report shows that since then the physical equipment of the school has been improved.

catering to summer visitors and residents, farming, and fishing. It is true that some of the pupils may leave the Cape and engage in manufacturing of some kind, or that a few may obtain work right on the Cape such as a mechanic in a garage, but for the most part the pupils will follow in the footsteps of their parents and will make their living in one of the three major lines of occupation.

VOCATIONAL GUIDANCE IN VARIOUS STUDIES

The extent of the vocational guidance in the various studies at Falmouth varies. For example, home economics is useful in training for future living, and it also has its vocational utility because many of the girls in these courses will take jobs in restaurants, in summer homes, at roadside stands, etc., and make use of the knowledge gained in these courses. Especially is this true on Cape Cod. The courses in agriculture, and the general shop work also have much vocational guidance in them. Neither is the work in the commercial department devoid of vocational training, because the teachers avail themselves of every opportunity to stress the value of the particular commercial subject involved in connection with specific business positions. The prerequisites of each business position or what is expected of a person applying for that type of job is discussed.

called to answer visitors and inquiries, and fishing. It is true that some of the people may leave the Cape and engage in manufacturing or some kind of work, but a few may remain here right on the Cape such as a mechanic in a garage, but for the most part the people will follow in the footsteps of their parents and will remain living in one of the same major lines of occupation.

VOCATIONAL GUIDANCE IN VARIOUS STAGES

The extent of the vocational guidance in the various stages of life varies. For example, some vocational guidance is needed in childhood for those living and it also has its vocational utility because many of the things that children choose will have a bearing on their future. In middle school, at various stages, and some use of the knowledge gained in these courses. Especially in this time of life. The course in agriculture, and the general shop work also have such vocational guidance in them. Further in the work in the vocational department level of vocational training, because the teachers will themselves of every opportunity to show the value of the various vocational subject levels in connection with vocational guidance. The preparation of each business position or what is expected of a person applying for that type of job is discussed.

Undoubtedly, the splendid situation now existent at Falmouth is due largely to the untiring efforts of the well educated and guidance minded Principal. This man has been there for eleven years and has done considerable for the Town of Falmouth Secondary Schools. Obviously, many of the subjects on the previous page could be taught just as subjects and without mention of their vocational adaptation, application, or value, but not in this high school, because here every subject must stress the practical side and be in part a vocational guidance course if it is to do the most good.

VOCATIONAL GUIDANCE COURSES

There is a study of occupations made in Civics. Here the procedure is much the same as in other Civics courses where occupations are discussed. Occupations are investigated one by one, either in the order of their greatest importance, or according to the interests of the particular class group. Such things as educational requirements, training or apprenticeship requirements, average remuneration or salary in occupation, social standing of those in the occupation, the effect of the climate, seasons, depression, etc., on the industry or occupation are discussed. Each child is assigned an occupation (of interest to him) to be investigated and reported on.

Undoubtedly, the splendid situation now
 existent at Belmont is due largely to the un-
 tiring efforts of the well educated and ambitious
 minded principal. This man has been there for
 eleven years and has done considerable for the
 town of Belmont Secondary School. Obviously,
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 of their vocational adaptation, application, or
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VOCATIONAL GUIDANCE COURSE

There is a study of occupations made in Civics.
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 Civics courses where occupations are discussed.
 Occupations are investigated one by one, either in
 the order of their present importance, or according
 to the interests of the particular class group.
 Each child as educational requirements, training or
 requirements requirements, average remuneration or
 salary in occupation, social standing of those in the
 occupation, the effect of the climate, seasons,
 depression, etc., on the industry or occupation are
 discussed. Each child is assigned an occupation (of
 interest to him) to be investigated and reported on.

VOCATIONAL GUIDANCE COURSES (CONT)

There are two other courses in which occupations are discussed, namely home economics and agriculture. These courses, instead of dealing with all occupations, deal only with those which have a definite relation to the subject involved. For example, home economics would deal with housekeeping, restaurant work, dressmaking, nursing, and other similar lines of work.

There is one line of study which has been both practical and unique in its development. This course is now known as the gas engine course. It works as follows. There is a local garage located near the school buildings. At this garage the boys in the gas engine course are able to not only observe the cars being repaired, but to actually repair the cars themselves under the direction of skilled mechanics. The garage offered reduced rates on all repairs with the understanding that the more advanced boys would assist in the repairing. This offered practical training, and all went well until the depression came. Then the other local garages began to complain because they said that they could not compete with the cheaper rates, so at the present time this garage work is not available to the extent that it formerly was.

VOCATIONAL GUIDANCE COURSES (1937)

There are two other courses in which occasions are discussed, namely home economics and agriculture. These courses, instead of dealing with all occupations, deal only with those which have a definite relation to the subject involved. For example, home economics would deal with housekeeping, testamentary work, disbursement, drawing, and other similar lines of work.

There is one line of study which has been both practical and unique in its development. This course is now known as the farm and home course. It works as follows. There is a local estate located near the school building. At this estate the boys in the farm and home course are able to not only observe the work being carried out, but to actually assist the men themselves under the direction of skilled mechanics. The course offered required them on all results with the understanding that the more advanced boys would assist in the results. This offered practical training, and all went well until the depression came. Then the other local estates seemed to complain because they said that they could not compete with the cheaper rates, so at the present time this course work is not available to the extent that it formerly was.

CIVIC AND CHARACTER GUIDANCE

Again it is evident that the worthwhile efforts of the principal are getting results. Civic and character guidance are found in great abundance, not in a specific course, but through the attitude and action of the teachers and principal. One of the main functions of a school is to train the pupils to be good citizens. A person cannot be a good citizen without a good character. The principal realizes that this is true and so he urges every teacher to make use of every opportunity to teach the children such virtues as honesty, fairness, neatness, courtesy, respect, and all manner of goodness that their lives may be successful and worthwhile.

The principal does a great deal of character guidance work personally. He especially stresses character and civic guidance in the seventh and eighth grades to be sure to get those who will leave school early.

THE SEVENTH GRADE BUSINESS FUNDAMENTALS COURSE

Once again is found the Principal, Mr. Davis looking after the welfare of the individual and the community by providing special training for those who leave school early. The course in business fundamentals which is required of all pupils in the seventh grade, was made by Mr. Blynn Davis during

THE TEACHER'S CHARACTER

Again it is evident that the teacher's efforts

of the pupil are a living reality. This and

various other things are found in great abundance, but

in a special course, but through the student and

action of the teacher and himself. One of the

main functions of a school is to train the pupil

to be good citizens. A person cannot be a good citi-

zen without a good character. The principal reason

that this is true and so he gives every teacher

some sort of every opportunity to teach the children

such virtues as honesty, fairness, no harm, courtesy,

temper, and all kinds of goodness that their lives

may be successful and worthwhile.

The principal has a great deal of character

and is very personally. He especially stresses

character and civic values in the seventh and

eighth grades to be sure to get these well into

school early.

THE SEVENTH GRADE CURRICULUM

There again is found the Principal, Mr. Davis

looking after the welfare of the individual and the

community by providing special training for those

and for school early. The course is well

balanced which is regarded of all levels in the

seventh grade, was made by Mr. John Davis during

the period when he was working for his Masters Degree In Education at Harvard University. First, he studied the Cape, and from this study determined just what would be of the most practical value for the greatest number of children. He realized that this course would have to include all the business training that many of the children would ever get, and accordingly he planned wisely and thus devised one of the best if not the best course offered in any junior high school.

In brief, the course covers all the general business principles that anybody should know, such as money, banking, simple bookkeeping, business etiquette, marketing, advertising, buying, selling, etc.. All are dealt with in a simple way and only the fundamentals are given, but it represents knowledge that the child would otherwise never obtain. Business arithmetic is also part of the course.

EDUCATIONAL GUIDANCE IN THE PALMOUTH SECONDARY SCHOOLS

To begin with, there is definite educational guidance from the minute they enter the seventh grade until they leave the twelfth grade. They are also classified and divided according to individual differences when they enter the seventh grade. Their intelligence quotients are recorded and checked periodically. The guidance record on the following page will help illustrate the nature of the work done.

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courses in Education at Harvard University. First,
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training that any of the children would ever get,
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one of the best if not the best course offered in
any junior high school.

In brief, the course covers all the commercial
business principles that anybody would need, such
as money, banking, simple bookkeeping, business
ethics, marketing, advertising, buying, selling,
etc. All are dealt with in a simple way and only
the fundamentals are given, but it represents know-
ledge that the child would otherwise never obtain.
Business education is also part of the course.

EXPERIENTIAL EDUCATION IN THE JUNIOR HIGH SCHOOL

To begin with, there is definite educational
evidence from the science they enter the seventh grade
until they leave the twelfth grade. They are also
classified and divided according to individuality at
various times after the seventh grade. Their
intelligence quotients are recorded and placed per-
manently. The evidence record on the following page
will help illustrate the nature of the work done.

JUNIOR HIGH SCHOOL

Home Room...

7	8	9
---	---	---

FALMOUTH, MASSACHUSETTS

Class & Div...

--	--	--

GUIDANCE RECORD *

Name of Pupil.....Address.....
 Date of Birth.....Place of Birth.....
 Name of father (mother, guardian).....
 Father: Birthplace.....Nationality.....
 Mother: Birthplace.....Nationality.....
 Father: Occupation.....Address.....
 Entered this school on.....from.....school

GUIDANCE DATA

GRADE 7 GRADE 8 GRADE 9

General Health	.....	.....	.....
Physical Handicap, if any	.....	.....	.....
Intelligence quotient	.....	.....	.....
Educational attitude: Pupil	.....	.....	.....
Parent	.....	.....	.....
Economic Conditions	.....	.....	.....
Occupations tried	.....	.....	.....
Occupations considered	.....	.....	.....
Present gainful employment	.....	.....	.....
Use of leisure time	.....	.....	.....
Gain highest rank in	.....	.....	.....
Does best of all	.....	.....	.....
Evidence of initiative	.....	.....	.....
Habits: Industry	.....	.....	.....
Accuracy	.....	.....	.....
Thoroughness	.....	.....	.....
Courtesy	.....	.....	.....
Traits: Co-operation	.....	.....	.....
Dependability	.....	.....	.....
Disposition	.....	.....	.....
Power of leadership	.....	.....	.....
Power of expression	.....	.....	.....
Offices held	.....	.....	.....
Prizes Won	.....	.....	.....
Curriculum recommended	.....	.....	.....
Curriculum elected	.....	.....	.....

*Duplicate of copy furnished by Principal Blynn E.
 Davis of Falmouth High School

THE FAIMOUTH JUNIOR HIGH SCHOOL GUIDANCE RECORD

It is interesting to note how fully this guidance record (shown on preceding page) cares for the individual. Aside from the general information needed for a background, there is a section devoted to each of the following: general health, physical handicaps, intelligence quotients, educational attitude of both parents and pupil, economic conditions, occupations tried, occupations considered, present gainful employment, use of leisure time, initiative, industry, accuracy, thoroughness, courtesy, co-operation, dependability, disposition, power of leadership, power of expression, offices held, curriculum recommended, and curriculum elected.

Every child has a record sheet as soon as he enters the seventh grade. The particular sample shown on page 75 is for the seventh, eighth, and ninth grades. They are kept filed in the principal's office as soon as they have been filled out, and are used many times in connection with guidance and other problems.

GUIDANCE FOR SENIORS

The principal does much personal work in guidance. For example, he interviews every senior and takes a personal interest in their future. He helps

them to plan their future, and having a detailed and accurate record of their past as well as knowing them all personally, he is able to give wise and effective counsel and advice. If the student is planning to enter institutions of higher learning, this has been known for some time and it is but necessary to finish arrangements and details.

The greatest difficulty comes with those students who have made no definite arrangements for the future, which are few after passing through this school system, but even these receive beneficial assistance from the principal, and above all every student is filled with a spirit of goodwill and friendship, and regret that he or she must leave that school where such personal interest has been taken in them.

THE TOWN OF BARNSTABLE SCHOOL SYSTEM

The Town of Barnstable School System is comprised of a central high school located in Hyannis, and grade schools located in Barnstable Village, West Barnstable, Cotuit, Marstons Mills, Osterville, Centerville, and Hyannis. The schools are organized on the 6-3-3 plan. The six year high school is in the new brick building in Hyannis.

In the entire school system there is an enrollment of 1,581 pupils, and in the six year high school there are 645 pupils and 32 teachers, making Barn-

them to plan their future, and having a detailed and accurate record of their past as well as knowing them all personally, he is able to give wise and effective counsel and advice. If the student is planning to enter institutions of higher learning, this has been known for some time and it is but necessary to finish arrangements and details. The greatest difficulty comes with those students who have made no definite arrangements for the future, which are few after passing through this school system, but even these receive beneficial assistance from the principal, and above all every student is filled with a spirit of goodwill and friendship, and regret that he or she must leave that school where each personal interest has been taken in them.

THE WORK OF HERNSTABLE SCHOOL SYSTEM

The Work of Hernstable School System is composed of a central high school located in Wynonia, and grade schools located in Hernstable Village, West Hernstable, Grotto, Westport, Wynonia, Grottoville, and Wynonia. The schools are organized on the 6-3-3 plan. The six year high school is in the new brick building in Wynonia. In the entire school system there is an enrollment of 1,581 pupils, and in the six year high school there are 545 pupils and 32 teachers, making 577.

stable High School the largest on Cape Cod.

The secondary school building and equipment such as that used in the shop, commercial department, science laboratory, and gymnasium are of the best. "The Town of Barnstable provides marvelous opportunities for all its children."*

CURRICULA OFFERINGS OF BARNSTABLE HIGH SCHOOL

The Town of Barnstable High and Junior High Schools offer courses not only in college preparatory subjects, but also in vocations, cooking, dressmaking, cafeteria work, manual training, electricity, gas engines, sheet metal, masonry, and other shop work, commercial subjects, and guidance. Many of these courses are also offered in evening school which is run four nights a week for forty weeks. These evening courses are primarily for the training of adult foreigners who wish to become citizens, but any adult of Barnstable may attend.

OCCUPATIONS OF PEOPLE OF BARNSTABLE

The fact that Barnstable is the town on the Cape with the largest school population does not mean that it is anywhere near a city in size. It is very extensive in area and is really a collection of seven small villages.

* Statement by Principal Lee of Barnstable High School

at the City School the largest on the island.
The principal subject of instruction was mathematics
and in the afternoon, the students were engaged
in the study of the history and geography of the
island. The town of Haverhill provided the
following opportunities for all the children.

EDUCATIONAL SERVICES OF HAVERTHILL HIGH SCHOOL

The town of Haverhill High and Junior High
Schools offer courses not only in college preparatory
study subjects, but also in vocational, cooking,
mechanical, electrical work, manual training,
agriculture, gas welding, wood metal, pottery,
and other shop work, commercial subjects, and
languages. Many of these courses are also offered
in evening school which is run four nights a week
for those workers. These evening courses are open
not only for the training of adult foreigners and also
to become citizens, but any adult of Haverhill
may attend.

EDUCATIONAL SERVICES OF HAVERTHILL

The town of Haverhill is the town on the
Cape with the largest school population and has
more than 1000 children in its schools. It
is very extensive in area and is really a collection
of seven small villages.

Haverhill High School
Haverhill High School

The people in the Town of Barnstable are, exactly as are all the other people on Cape Cod, engaged in work directly connected with summer tourists and summer residents, in agriculture, and in fishing.

VOCATIONAL COURSES

Following, is a brief outline of the courses which are in the process of development in the two newer departments of the high school, namely home economics and practical arts for boys.

"Home economics is more than cooking and sewing, for it deals with the management of the home in a large way, and involves the training of all girls and all boys in their responsibilities as members of homes. The home requires not only that the mother shall have skill but also that she shall have the ability to develop the social, financial, and cultural side of home life. This is the broader conception of homemaking upon which we should build our program of home economics instruction. The ability to maintain a good home is not a matter of inheritance but of education." *

Home Economics

Grade	1st. Semester	2nd. Semester
7	Clothing	Foods
8	Foods	Clothing
9	Home management, Home family, Money, Home hygiene, Child Study, First aid.	Foods
10	Foods, Nutrition	Clothing

PRACTICAL ARTS FOR BOYS

"The practical arts course for boys is designed primarily for general educational purposes for boys between the ages of twelve and sixteen who may here find satisfying, manipulative experiences, pre-vocational in nature, and which should function in the realm of vocational guidance. The department is not a trade school, but it would prepare boys for a trade school should one be established on the Cape. It will be noted that the studies and experiences are associated chiefly with home building and maintenance; and with the development and use of power derived from gas engines and electrical machinery together with the care and control of the machinery. Emphasis is placed upon the consumer's and the purchaser's point of view as well as on the producer's. Nearly all will be consumers but few will be producers along these lines." The above quotation clearly defines the objective of the practical arts courses for boys. The following table shows specifically what these courses include.

PRACTICAL ARTS--SHOP

Grade 9

Option A. General mechanics, plumbing heating systems, soldering, welding and advanced sheet metal. Casting, molding of old type metal and forging. Mechanical drawings and sketches to accompany above.

THEORY OF THE

The statistical analysis of the data is

of statistical for general population between the

data between the year of 1910 and 1920 and the

data of the population, statistically, the

population is not, and which is the function of

the ratio of statistical analysis. The function is

not a fixed value, but it would be a function of the

time period which is the relationship of the data.

It will be noted that the statistical analysis is

conducted only with data which are not

and with the development and use of statistical data

can make the statistical analysis of data with

the data and control of the statistical analysis.

about the data and the statistical analysis of the

of data as well as the statistical analysis of

will be conducted for the data and the statistical

analysis. The above statistical analysis is the

of the statistical analysis of the data. The

data are statistically not the same as the

THEORY OF THE

Page 2

THEORY OF THE

THEORY OF THE

THEORY OF THE

PRACTICAL ARTS FOR BOYS (CONT.)

Grade 9

Option A.

Advanced electricity, wiring systems, switches, service board leadins and connections. Candle-power of electric light lamps. Dry cells. How electricity is chemically generated. Storage batteries, electrolyte. History of the electric lamp. Fundamental principles of Watthourmeter. Principles of ignition systems. Generators and starters, lighting systems.

Option B.

Woodworking and mechanical drawing; paints, varnishes, lacquer, the new floor finishes, architectural styles, interior decorating, color combinations, landscape gardening, sanitation including cesspools, septic tanks, sewerage disposal systems.

Grade 10

Option A.

Gas engines, auto mechanics, machine drawing, ignition systems, batteries, coils, distributors, spark plugs, systems of wiring, generators, starters, pistons, rings, wrist pins, connecting rods, lubrication systems, gas tanks, gas lines, vacuum tanks, carburetors, gas pumps, crankshafts, camshafts, valves, main bearings. Final project, Reservicing of second hand cars to actually run.

Option B.

Advanced woodworking, mechanical drawing, and blue print reading.

Grade 7

Option A.

Woodworking and drawing

Grade 8

Option A.

General shop, household repairs, elementary mechanics and plumbing, woodworking and drawing, cement, plaster, mortar, concrete, brick, road building, sheet metal work, elementary electricity, controls, household instruments, simple motors and generators, common splices, simple house wiring, fixture and switch wiring, bell circuits, dry cells and transformers, electric meter, wolts, amperes, watts and ohms. Mechanical drawing and sketches for above.

COMMERCIAL DEPARTMENT

There is a well developed commercial department in the Barnstable High School which functions as a vocational guidance unit through class work and placement service. It functions as an educational guidance unit through individual yearly conferences with each student which is explained more in detail under the paragraph headed "Educational Guidance".

THE VOCATIONAL GUIDANCE COURSE

There is a course on vocations which is required of all students in the eighth grade. This course is very similar to most courses dealing with many various vocations. They are selected according to importance and interest, and all aspects are discussed. Usually one vocation is discussed at each meeting at which time a student makes an additional report on what he has found concerning the particular occupation involved. The idea of the course is to acquaint every student with all the more important industries, professions, and occupations in order that he may make a more intelligent selection of his life's occupation.

EDUCATIONAL GUIDANCE --BARNSTABLE HIGH SCHOOLS

Educational guidance in this school system is a continuous process starting in the seventh grade and continuing through the twelfth grade. Every

year there is arranged at least one individual conference with each pupil. There are too many students for the principal to be able to do all this work so he selects the older and better qualified teachers to assist him. This conference may deal with vocational work, or character and civic guidance as well as educational guidance.

During the senior year the principal plans to see every senior personally and to advise him or her concerning college, business schools, or lines of occupation. Mr. Lee, the principal stresses personal guidance work, in fact he spends most of his time at this sort of thing. He does not believe in keeping children in school if they do not wish to stay. He advises them to the best of his ability, and then lets them go.

The only school of higher education on the Cape is the State Teachers College at Hyannis. It is located not more than one-half a mile from the high school building, and it offers a wonderful opportunity for those high school graduates who wish to go into teaching in the elementary schools.

year there is supposed to be at least one individual
 acquaintance with each child. There are too many
 students for the principal to be able to do all
 this work so he selects the older and better qual-
 ified teachers to assist him. This conference is
 held with vocational work, or character and civic
 studies as well as educational studies.

During the month just the principal plans
 to see every teacher personally and to advise him
 on his outstanding subjects, business matters, or
 lines of development. Mr. Lee, the principal stresses
 personal culture work, in fact he spends most of
 his time at this sort of thing. He does not believe
 in teaching children in school if they do not wish to
 study. He advises them to the best of his ability
 and to his own good.

The only school of higher education in the
 area is the State Teachers College at Knoxville. It
 is located about seven and a half miles from the
 high school building, and it offers a wonderful
 opportunity for those high school graduates who wish
 to go into teaching in the elementary schools.

CHAPTER SEVEN

"CONCLUSIONS AND RECOMMENDATIONS"CONCLUSIONS REGARDING CURRICULA OFFERINGS

In general, the Cape schools have so limited their subject offerings as to hamper the real work of a modern school system. It is not a result of the depression because the Cape schools never offered many courses other than the traditional college preparatory subjects. Furthermore, the Cape has more excuse for a somewhat limited curriculum than has most sections of New England because of its isolated position and because of the absence of manufacturing and industry.

FOREIGN LANGUAGES

For the most part, there is an over-emphasis on foreign languages in the Cape Cod schools. * Most of the schools offer four units in Latin and three in French.

ENGLISH AND THE CAPE SCHOOLS

Most Cape schools offer only one course in English which is required of everyone through-out the four years of high school. This English course is inappropriate because it is built around the needs of the small minority of college-goers.**

* Harvard Graduate School of Education "Education In Twelve Cape Towns" A study for the Cape Cod Chamber of Commerce Cambridge 1926 Page 58

** Ibid. Page 58.

"SCHOOL-TEACHING AND RESEARCH"

THE SCHOOLS AND THE RESEARCH

It is generally held that the schools have no right to
teach subjects of science as to physics, the fact is
that a modern school system. It is not a result of
the school system because the school system never offered
any course other than the traditional college
preparatory subjects. Furthermore, the fact was more
evidence for a somewhat limited curriculum than for
most sections of the English system of the school
system and because of the absence of scientific
and literary.

THE SCHOOLS AND THE RESEARCH

For the school, there is an very serious
factor because in the case of schools. It is of
the school after four years in Latin and Greek in
French.

THE SCHOOLS AND THE RESEARCH

Each school system after only one course in
Latin which is required of everyone through-out the
four years of high school. This Latin course is
incomplete because it is only about the study
of the well known of college course.

A Report of the Committee on the Schools and the Research
in the English System. A Study for the Department
of Education, Washington, D.C., 1915, p. 10
as this.

MATHEMATICS COURSES

It is found that a general mathematics course should be offered which will include algebra, geometry, and trigonometry. That algebra, for example, is ill-suited to the needs, interests, and abilities of most Cape students is evident from the high percent of failures in that subject.*

NATURAL SCIENCE COURSES

Most Cape schools have good courses in natural science. The work being done is commendable.**

SOCIAL STUDIES

Most Cape schools place an inadequate emphasis upon social studies such as Civics and Social Problems. More work is needed here with emphasis upon Civic and Character guidance.***

COMMERCIAL WORK

In commercial work also there is a woeful lack of courses, and even those high schools with commercial courses have only bookkeeping, typewriting, and shorthand in antiquated form.

PRACTICAL ARTS-HOME ECONOMICS AND AGRICULTURE

Again, there is a dire need for more courses in practical arts or shop work for boys, in home economics for girls, and in agriculture. These courses lend themselves readily to vocational training and guidance, and will help solve the guidance problem.****

*Harvard Report "Education In Twelve Cape Towns" Cambridge 1926 Page 59

Ibid. Page 59 *Ibid. Page 60 ****Ibid. Page 61.

RECOMMENDATIONS

It is found that a general mathematics course should be offered which will include algebra, geometry, and trigonometry. That algebra, for example, is ill-suited to the needs, interests, and abilities of most high school students is evident from the high percentage of failures in that subject.*

NATURAL SCIENCES COURSE

Most high schools have good courses in natural sciences. The work being done is commendable.**

SOCIAL STUDIES

Most high schools place an inadequate emphasis upon social studies such as Civics and Social Studies. More work is needed here with emphasis upon Civics and Government studies.***

COMMERCIAL WORK

In connection with this there is a serious lack of courses, and even those high schools with commercial courses have only bookkeeping, typewriting, and shorthand in extended form.

RECOMMENDATIONS FOR REVISION

Again, there is a dire need for more courses in practical work or shop work for boys, in home economics for girls, and in agriculture. These courses form themselves readily to vocational training and guidance, and will help solve the guidance problem.***

*Harvard Bureau of Education, "Twelve Case Studies," Dec-

ember 1925, page 89.

Ibid., page 89. *Ibid., page 89.

EDUCATIONAL GUIDANCE

Most Cape towns have only a minimum of educational guidance, and most of this is unorganized, haphazard work done only at the request of the pupil, or when trouble arises.

VOCATIONAL GUIDANCE

There is a lamentable lack of vocational guidance in most Cape Cod schools. Even those schools with vocational courses put very little emphasis upon guidance within the courses.

CHARACTER GUIDANCE

Organized character guidance is non-existent in all Cape schools except one. Of course there is some voluntary character guidance administered by certain thoughtful teachers.

CIVIC GUIDANCE

Civics and problems related thereto are taken up in nearly every school system in one form or another, but the quality and the quantity of the guidance done in these classes is left entirely up to the teacher, and obviously varies greatly.

RECOMMENDED PROGRAMS OF STUDY

Obviously, the reorganization of the program of study should be based largely upon the needs of the Cape inhabitants keeping in mind the lines of endeavor which they will follow. Such a program will be found on the following page.

PROGRAM OF STUDIESJUNIOR PERIOD

Grade 7	Grade 8	Grade 9
<u>Prescribed</u>	<u>Prescribed</u>	<u>Prescribed</u>
English	English	English
History	History	History
Civics	Civics	Civics
Occupations	Occupations	General Science
Hygiene	General Science	Activities
Mathematics	General Math.	Physical Train.
General Shop	Intro. Business	or Play
Domestic Science	Activities	
Music	Physical Train.	
Activities	or Play	
Play		
<hr/>		
	<u>Elective</u>	<u>Elective</u>
Special English*	Special English*	General Math.
Special Math.**	Intro. For. Lang.	Foreign Language
	General Agri.	General Agri.
	General Shop	General Business
	Domestic Science	General Shop
	Arts	Domestic Science
	Com'l Geography	Arts
		Com'l Geography

SENIOR PERIOD

Grade 10	Grade 11	Grade 12
English	English	Social Problems
Physical T.	Physical T.	Physical T.
<u>Activities</u>	<u>Activities</u>	<u>Activities</u>
<u>Electives</u>	<u>Electives</u>	<u>Electives</u>
Modern History	American Hist.	English
Biology	Chemistry	Physics
Algebra	Geometry	Adv. Math.
Foreign Lang.	Foreign Lang.	Foreign Lang.
Agric.	Agric.	Agric.
Commerce	Commerce	Commerce
Manual Arts	Manual Arts	Manual Arts
Home Economics	Home Economics	Home Economics
Arts	Arts	Arts

*Prescribed in the case of children deficient in lang.

** " " " " " " " " Math.

English may be prescribed for certain pupils in grade 12.
Advanced Mathematics should be offered only in the larger schools.

SPECIFIC RECOMMENDATIONS--SANDWICH SCHOOL SYSTEM

The Town of Sandwich needs a great deal in the form of modern education. First, there should be a commercial department with courses based upon the needs of the Cape, second, there should be some practical arts for the boys, and third, there should be some home economics for the girls. All these courses should be practical and adapted to the needs of the people. All opportunities for vocational guidance within the subjects should be utilized.

There should be a course in "Vocations" for at least one-half year, required of all students in either the eighth or ninth grade. Either the Civics course or the course especially introduced for the purpose should include a great deal of Civic and Character guidance.

With the introduction of a diversified program of study, it will be possible for more educational guidance to be exercised. There should be a guidance record sheet for each pupil with information such as the pupil's I. Q., obtained through the use of objective tests and measurements. The guidance record sheet included in this report on page 95 is considered very good. The suggested program of study on page 107 of this report would undoubtedly prove of tremendous value to the Town of Sandwich if it were adopted.

SPECIFIC RECOMMENDATIONS--TOWN OF ORLEANS

The Town of Orleans is sadly in need of new secondary school buildings. It is also recommended that the practical arts work be extended to include agriculture.

MORE GUIDANCE NEEDED

Guidance work should be stressed in all courses of a vocational nature. A specific course in vocations should be required of all students in the junior high school. The importance of character guidance should be impressed upon the mind of every teacher. The Civics course or some similar course should stress Civic and Character guidance. Educational guidance like that in operation at Falmouth is recommended.* The recommended Program of Studies will also be found to be helpful.**

SPECIFIC RECOMMENDATIONS--CHATHAM SECONDARY SCHOOLS

It is recommended that courses in home economics be offered for the girls, that the curriculum of the commercial department be enriched, that courses in agriculture be offered, that all vocational courses stress vocational guidance, and that all courses be brought up to date so as to be of the greatest value.

MORE GUIDANCE NEEDED

A course in occupations should be instituted

*See page 95 of this report.

**See page 107 of this report.

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

The first of these is the fact that the Bureau of Education has been established in the Department of the Interior, and that it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior.

THE BUREAU OF EDUCATION

The Bureau of Education is a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior.

THE BUREAU OF EDUCATION

It is a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior. It is also a part of the Department of the Interior, and it is now a part of the Department of the Interior.

THE BUREAU OF EDUCATION

A number of other things are also a part of the Department of the Interior, and it is now a part of the Department of the Interior.

at once in the junior high, required of all students.

Civic and character guidance must have a definite place in the school. More educational guidance is essential and may well be molded along the lines of that now in operation at Falmouth.* The present curricula offering should be checked with the recommended program of studies for the Cape.**

SPECIFIC RECOMMENDATIONS--TOWN OF WELLFLEET

Either new secondary school buildings should be erected at once in Wellfleet or the thirty-three pupils in the high school should be transported to some other high school system. A general shop for the boys, and courses in agriculture should be offered.

GUIDANCE

It is recommended that a required course in occupations be given in the eighth or ninth grade, that vocational guidance be stressed in all vocational courses, that Civics be made a Civic guidance course, and that character guidance be stressed throughout the school. Definite educational guidance based upon objective tests and measurements should become a reality. The Falmouth system is recommended.* A comparison of the present curricula offerings with the recommended course of study would be found to be beneficial.**

*See page 95 of this report.

**See page 107 of this report.

SPECIFIC RECOMMENDATIONS--TOWN OF PROVINCETOWN

Above all else, more guidance is needed at the Provincetown Secondary Schools. A required course in occupations should be a part of the eighth or ninth grade program. All courses such as home economics, shop, commerce, and agriculture should stress vocational guidance.

CHARACTER AND CIVIC EDUCATION

With conditions existing as indicated by the principal, it is only too evident that much guidance is needed in Civics and Character. The Civics course may well be made to emphasize Civic guidance, but character guidance depends upon the character and cooperation of every teacher in the system. Every course including Civics should be, at least in part, a course in character guidance.

EDUCATIONAL GUIDANCE

Definite well-planned guidance throughout the entire high school period is recommended. Objective tests and measurements are needed. The Falmouth system is recommended.* A careful study of the revised program of studies would undoubtedly prove advantageous.**

*See page 95 in this report.

**See page 107 in this report.

SPECIFIC RECOMMENDATIONS--TOWN OF BREWSTER

To begin with, the low educational standards of the Brewster secondary school cannot be justified, and immediate steps should be taken to remedy them in order that students may enter college directly from that institution. Some shop work for the boys, home economics for the girls, and a course in agriculture should be included in the curriculum. All these courses as well as the commercial courses should stress vocational guidance.

CIVICS AND CHARACTER GUIDANCE

More emphasis should be placed upon civic guidance in the Civics course, and character guidance should be evident in every classroom, and in every subject.

EDUCATIONAL GUIDANCE

This form of guidance should be a well-planned and continuous process from the beginning to the end of the secondary school. Again is recommended the system used at Falmouth, and also their guidance record sheet.* Brewster might well follow the recommended course of study **when revising her program.

SPECIFIC RECOMMENDATIONS--TOWN OF YARMOUTH

The course of study at Yarmouth is good. The educational guidance is commendable, and the vocational guidance done through vocational courses is good, but it is recommended that a required course

*See page 95 in this report.

**See page 107 in this report.

in occupations be given in the junior high school. A perusal of the recommended course of study should prove worthwhile.*

SPECIFIC RECOMMENDATIONS--TOWN OF HARWICH

A new secondary school building is needed. Home economics courses for girls should be offered. The need for guidance should be recognized by the principal and the teachers, and new life put into the course known as "Vocations". Vocational guidance should be stressed in all vocational courses.

More civic and character guidance should be developed not only in connection with the Civics course, but in all courses. The outstanding detriment to guidance advancement in Harwich is the attitude prevalent there.

EDUCATIONAL GUIDANCE

Harwich is sadly in need of more and better educational guidance. As in the case of the other Cape towns, it should be well-planned and continuous. Objective tests and measurements should be utilized. The Falmouth system is recommended. **

SPECIFIC RECOMMENDATIONS--TOWN OF BOURNE

There is splendid Civic, Character, and Vocational guidance in this school system. More educational guidance is needed. It should be continuous and based upon objective measurements such as the Falmouth system.**

* See page 107 of this report.

** See page 75 of this report.

in cooperation with the Junior High School.
A number of the recommended courses of study should
be given credit.

RECOMMENDATIONS--TOWN OF MERRID

A new secondary school building is needed. The
present building for girls should be altered. The
new building should be constructed by the town.
The old building, and new life and into the town.
known as "Vocational". Vocational guidance should be
advanced in all vocational centers.
The girls and vocational guidance should be
advanced not only in connection with the girls' course,
but in all courses. The outstanding feature of
the vocational advancement in Merrid is the attitude of
the town.

RECOMMENDATIONS--TOWN OF MERRID

There is a need of more and better edu-
cational facilities. As in the case of the other towns,
the town should be as I-graded and co-graded.
The girls and vocational guidance should be
advanced in all vocational centers.

RECOMMENDATIONS--TOWN OF MERRID

There is a splendid site, character, and location
for a new school system. The town should
advance in this school system. It should be continued and
upon objective basis such as the Merrid system.

SPECIFIC RECOMMENDATIONS--TOWN OF FALMOUTH

The Town of Falmouth secondary school system is practically perfect as far as this report is concerned and needs no recommendations. Educational, vocational, civic, and character guidance are all being properly and beneficially utilized.

SPECIFIC RECOMMENDATIONS--TOWN OF BARNSTABLE

The Town of Barnstable also has a very fine school system. The only possible recommendation is that slightly more emphasis should be placed on character guidance.

FURTHER RECOMMENDATIONS

Table 11 on Page 115 indicates that all the Cape schools with the exception of Falmouth and Barnstable should make more adequate provisions for individual differences. Certain schools, namely, Provincetown, Wellfleet, Chatham, and Orleans need to become more conscious of the need for guidance. There is a definite need for more placement and follow-up service, and most important of all, every school should have a definite organized plan of guidance which is a growing, living program.

TABLE 11. MEASUREMENT OF EACH CAPE TOWN WITH
REFERENCE TO THE CRITERIA SELECTED
IN CHAPTER 3 PAGES 53 & 54.

Criteria	Falmouth	Barnstable	Bourne	Harwich	Yarmouth	Brewster	Provincetown	Wellfleet	Chatham	Orleans	Sandwich
Provision for Individual Differences	B	B	D	E	B	E	D	E	E	E	E
Curriculum Offering	A	A	B	C	B	C	B	C	D	B	E
Provision for Vocational Guidance	A	A	B	C	C	C	D	D	D	D	E
Provision for Educational Guidance	A	A	C	C	B	C	C	C	C	C	C
Provision for Character and Civic Guidance	B	B	A	C	C	C	D	C	C	C	C
Opportunity and Exploration Classes	B	B	D	D	D	D	D	D	D	D	D
Extra-Curricula Activities	B	B	B	B	B	B	B	B	B	B	B
Guidance Mindedness on part of School	A	A	A	D	B	C	D	D	D	D	C
Faculty Cooperation	A	A	A	C	B	C	C	C	C	C	C
Cooperation with outside Agencies	C	C	C	C	D	D	D	D	C	C	D

Criteria

	Falmouth	Barnstable	Bourne	Harwich	Yarmouth	Brewster	Provincetown	Wellsfleet	Chatham	Orleans	Sandwich
Part-time and Summer Employment	C	C	E	E	E	E	E	E	E	E	E
Group Guidance Conferences	B	B	B	C	D	C	D	D	D	D	D
Individual Guidance Conferences	B	B	C	D	B	C	C	C	C	C	C
Objective Testing	B	B	C	C	C	C	C	C	C	C	C
Accurate, Cumulative, Complete Records	A	A	C	D	C	D	D	D	D	D	D
Placement Service And Follow-up	C	C	C	D	D	D	D	D	D	D	D
Organized Plan of Guidance	A	A	B	D	C	D	E	E	E	E	E
Library Facilities	B	B	C	C	C	C	C	C	C	C	C
Class Visits to Industries	C	C	E	E	E	E	E	E	E	E	E
Talks by Business Men, School Officials, etc.	C	C	D	D	D	D	D	D	D	D	D
Visual Aid	D	D	D	D	D	D	D	D	D	D	D
Health Program	C	C	C	C	C	C	C	C	C	C	C
A Growing Living Guidance Program	A	A	B	D	C	D	E	E	E	E	E

KEY TO TABLE 11.

A means perfect or nearly perfect

B means good, but room for improvement

C means fair, about the average for the Cape

D means poor, but not entirely lacking

E means absolutely none or practically none.

11. Who is the guiding agent?

a. Principal	112	11	5
b. Dean	20	0	1
c. Designated teacher	17	2	2
d. All teachers	25	1	2

12. What data do you keep as a foundation for the advice given?

a. Life history card	23	1	2
b. Personnel card	20	2	2
c. Intelligence quotient	22	1	2

13. How is guidance given?

a. General talks to school as a whole	112	2	2
b. Courses in guidance and vocations	22	1	1
c. Group conferences	27	1	2
d. Personal conferences	22	1	2

14. How are guidance efforts followed up?

a. Successive conferences	22	2	2
b. Coordinate attempts on the part of the faculty to assist pupils	22	1	2

* Supplied by Mr. A. T. Payne, Director of the Charlotte High School, and one of the principal advisers in the state office of education in 1922.

KEY TO TABLE II.

A means perfect or nearly perfect
 B means good, but room for improvement
 C means fair, about the average for the type
 D means poor, but not entirely lacking
 E means absolutely none or practically none.

TABLE 12. Summary Of Answers To Questionnaire On Guidance Sent To The High School Principals Of 180 Massachusetts High Schools;* As Compared To The Eleven High Schools On Cape Cod.

Question	Mass.		Cape	
	Yes	No	Yes	No
I. Have you a concrete system of educational guidance?	159	21	6	5
II. Who is the guiding agent?				
a. Principal	113	67	11	0
b. Dean	20	160	0	11
c. Designated teacher	37	143	6	5
d. All teachers	45	135	4	7
III. What data do you keep as a foundation for the advice given?				
a. Life history card	63	117	4	7
b. Personnel card	90	90	6	5
c. Intelligence quotient	89	91	4	7
IV. How is guidance given?				
a.				
a. General talks to school as a whole	114	66	9	2
b. Courses in guidance and vocations	26	154	6	5
c. Group conferences	46	134	6	5
d. Personal conferences	154	26	11	0
V. How are guidance efforts followed up?				
a. Successive conferences	109	71	4	7
b. Coordinate attempts on the part of the faculty to assist pupils	59	121	4	7

* Supplied by Mr. A. T. Patty, Principal of the Franklin High School, and one of the committee appointed by the state office of education to conduct this survey in 1929.

Table 12 reveals that of the 180 high schools reporting on this questionnaire, 159 have concrete systems of educational guidance, the principal is the guiding agent in 113 high schools, and that a majority of the high schools are now working toward a more specific goal in the guidance field.

On the Cape, six of the eleven schools have concrete systems of guidance. The principal is the guiding official in every case. The Cape schools are becoming more conscious of the need for guidance as some of the larger schools develop their programs and lead the way.

The average Cape school is somewhat behind the average Massachusetts school in the matter of concrete guidance systems, because only about 55% of the Cape schools have a concrete guidance system as compared with 89% of the Massachusetts schools. On the other hand, the Cape schools are far ahead of the Massachusetts schools because 55% of the Cape schools have definite courses in guidance and vocations, while only about 15% of the Massachusetts schools have such courses. Also the Cape schools are utilizing group conferences and personal conferences to a much greater extent than the Massachusetts schools are. While there is much more guidance needed in the Cape schools, they at present compare very favorably with Massachusetts schools as a whole.

Table 12 reveals that of the 120 high schools reporting on this questionnaire, 109 have concrete systems of educational guidance, the principal is the guiding agent in 115 high schools, and that a majority of the high schools are now working toward a more specific goal in the guidance field.

On the Cape, six of the eleven schools have concrete systems of guidance. The principal is the guiding official in every case. The Cape schools are becoming more conscious of the need for guidance as some of the larger schools develop their programs and lead the way.

The average Cape school is somewhat behind the average Massachusetts school in the matter of concrete guidance systems, because only about 12% of the Cape schools have a concrete guidance system as compared with 82% of the Massachusetts schools. On the other hand, the Cape schools are far ahead of the Massachusetts schools because 62% of the Cape schools have definite courses in guidance and vocational, while only about 12% of the Massachusetts schools have such courses. Also the Cape schools are utilizing group conferences and personal conferences to a much greater extent than the Massachusetts schools are. While there is much more guidance needed in the Cape schools, they at present compare very favorably with Massachusetts schools as a whole.

NOTE FROM AUTHOR

It is sincerely hoped that this report will not be taken as unjust criticism, but that it will prove of benefit to all school systems on Cape Cod.

1. Annual Report of the Town Officers of the Town of Sandwich for the Year Ending December 31, 1931. Sandwich Publishing Company, Sandwich, Mass., 1932.
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3. Annual Report of the Town Officers of the Town of Bourne for the Year 1931. The Book Print Service, Mass., 1932.
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10. Annual Reports of the Town Officers of Bourne for the Year Ending December 31, 1931. Mass. State Service, Mass., 1932.

THE NEW METHOD

It is generally hoped that this report will not
be given as a subject of criticism, but that it will prove
of benefit to all school systems on Cape Cod.

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10. Town Records and Reports of the Town Officers of Provincetown, Mass. for the Year Ending December 31, 1931 The Advocate Press Provincetown, Mass. 1932
11. Annual Report of the Town Officers of the Town of Chatham for the Year 1931 Goss Print Harwich, Mass. 1932.
12. Annual Reports of the Town Officers of Harwich for the Year Ending December 31, 1931 Goss Print Harwich, Mass. 1932

EXHIBIT

1. Revised Quarterly Report of the Board of Directors of the
Institute for the Study of the Negro
Institute of Negro Studies, 1933-34.
2. Detailed report of the work of the Institute for the
Study of the Negro, 1933-34. The Institute for the
Study of the Negro, 1933-34.
3. Annual report of the Institute for the Study of the Negro
for the year ending December 31, 1933. The Institute for the
Study of the Negro, 1933-34.
4. Annual report of the Institute for the Study of the Negro
for the year ending December 31, 1933. The Institute for the
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5. Annual report of the Institute for the Study of the Negro
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14. Koos, L. V. & Kefauver, G. N. "Guidance In Secondary School" The MacMillan Company, New York, 1932

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The High School Principal May 1952"
The Vocational Guidance Magazine Published
by the Bureau of Vocational Guidance, U.S.
Department of Education, Bureau of
Vocational Guidance, February 1953 Page 129
14. Ford, E. V. & Calver, G. M. "Guidance
In Secondary Schools" The Macmillan Company,
New York, 1952

⊕ Marks Location of High Schools Visited.

BOSTON UNIVERSITY



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